The PENTATHLON

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DECEMBER, 1929

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Physical Education
Athletics - Leisure

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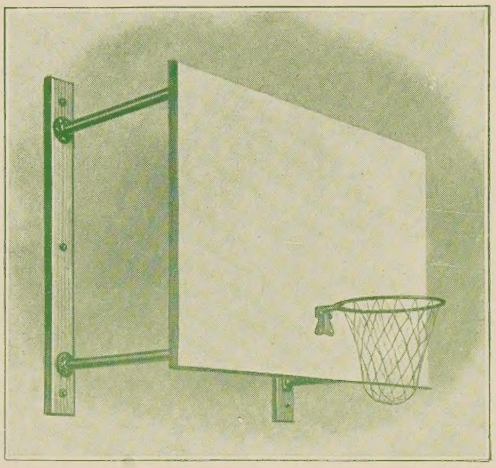

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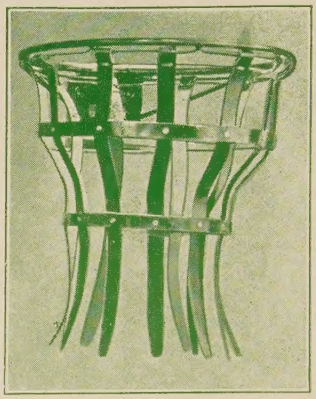

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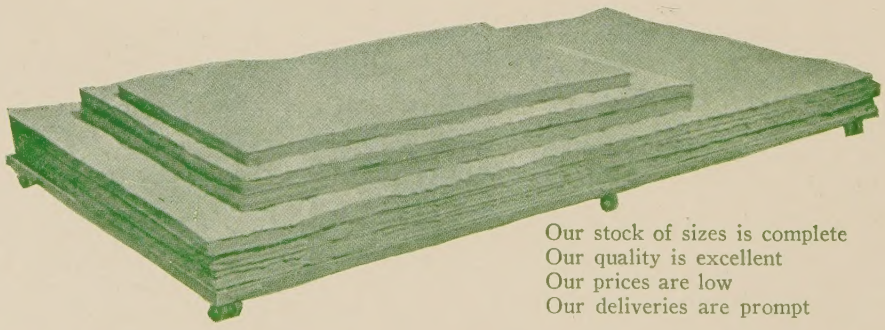

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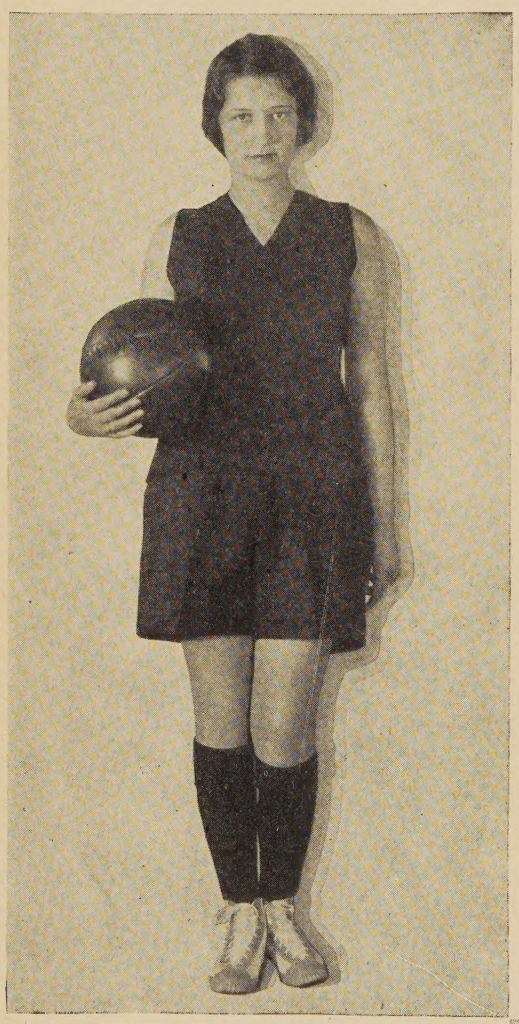

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A Testing Program for the Physical Education of 1940

By C. H. McCloy
National Council, Y. M. C. A., New York City

NOT long ago I was chatting with a research engineer in one of America's great service corporations. He informed me that the corporation for which he worked was projecting its research activities primarily towards the problem of providing an adequate service and equipment for the year 1940. This did not mean, of course, that no research was being done on the problems of today, but that major emphasis was given to producing a completely balanced and adequate service for a decade hence. The romance of it thrilled me and my imagination went forth to conjure up the co-ordinated research which might devise a program of physical education adequate for 1940.

C. H. McCLOY

This paper is confined to the subject of a testing program for the physical education of 1940. Perhaps as an introduction it may be well to consider for a moment the place of tests and measurements in physical education, the possibilities and the limitations.

It has been stated by proponents of the measurement movement that anything which exists can be measured—though not everything can be measured with the same degree of accuracy. Strong doubt has been cast upon this statement in its absolute form by the advocates of the Quantum Theory, but for the grosser things with which the educator deals it seems to be true enough. The problem of the educator is to make the best selection of what needs to be measured and then to devise methods of reducing the inaccuracies in measuring them.

For the purposes of this paper I shall define "measurement" as the objective measuring of qualities or quantities where the individual concerned does not have to put forth an effort. Thus height, weight, and other body measurements would fall within this classification. The word "tests" may be used for the objective measuring of those qualities or quantities that depend upon an effort of the individual. Strength, speed and balance would be *tested.* An additional category is that of "ratings," which word is here applied to *subjectively estimated* qualities such as character traits or estimates of program efficiency. Either of the types of things grouped under measurements or tests may be rated as well. Thus one might estimate or guess the height, the weight, or the strength. This paper will refer to all three types of measuring—using this word here in its more inclusive sense.

The task of the educator is a two-fold one. The first —and according to the Dewey school of thought, the most important—is to cause the individual to live up to his best today, and all of the todays to come. The second task is to look ahead to the future and to see to it that the educational bricks laid today are adequate to carry the educational and social superstructure of the morrow. The trend in the education of this generation has been away from regimentation, from the fitting of all students into a common mold, and from broadcasting "standard" programs, towards an effort to ascertain the needs and peculiarities, the weaknesses and strength of each individual, and to contrive an educational program sufficiently elastic to adapt to the needs of the individual as well as to the needs of the social group. To accomplish this there is a need to measure, to test and to rate.

In the first place the teacher needs to be able to place the individual in his proper niche in the educational machine. This may be from the standpoint of his health, his physical potentiality, or his present achievement level. The teacher needs to secure specific information to use in measuring value. Measurements, tests, and ratings may be needed for purposes of motivation in order that the individual may note in his own progress and conceive of a worthy goal towards which to strive. Tests may be needed to diagnose reasons for difficulties in specific abilities. Another use of tests is that of giving a basis for personal and educational guidance. One needs to know these things with more accuracy than usually characterizes the ordinary opinion of one teacher.

Other general uses of tests need not be discussed here for they should be obvious to such a group as this. All of us have met the need for marks of some kind for promotion, for high school and college entrance or for

motivating drill. I shall have accomplished my purpose in this part of the presentation if it is realized that a measurement, a test or a rating is not just for itself alone, but that each test has a definite purpose and is valuable only in so far as it contributes to that purpose.

Again I hope that each of us realizes that a test which is not *perfect* may be extremely valuable if it makes on the whole for a more accurate knowledge of the individual than would be the case without it. For example, an intelligence quotient will give a more reliable measurement of the intellectual abilities of large numbers of pupils, and a measurement which will vary less from test to test than will the judgment of any teacher. Yet no intelligence test is claimed to be a perfect test of the mind. A relatively imperfect test may be and frequently should be used until a better one is available. The better one, however, should be assiduously sought.

Perhaps to complete the picture one should point out a few other rather obvious things. A test is simply a short cut device to obtain quickly, easily and with as much accuracy as possible, information that might possibly be secured otherwise but with more difficulty, and to express it quantitatively. The strength test purposed by Dr. F. R. Rogers (1) is an illustration. The total strength is here expressed in a number.

A test may be subject to many limitations. Here again we may use the strength test as an example. Its usefulness is confined to testing strength and the test is useless in situations where strength is not an important factor. A test should be used only when it can give more useful information about the individual than any other device. It should never be considered as a substitute for the use of the intelligence. A test is *not* final—it is simply further light shed upon the individual; better organized information about his powers or performances.

A test frequently gives only one type of information, thus Dr. Brace's test of motor ability (2) gives only the *motor educability* of the individual. It is frequently best to rely upon individual tests separately interpreted. A battery of tests may be deceptive. The total score may correlate highly with some criterion while the tests fail miserably to show individual differences which may be more significant than the total quantitative score. At this point I should like, parenthetically to propose a larger use of the *test profile*. The test profile is simply a battery of tests that are separately scored and the individual test scores drawn upon a graph in such a way as to show quantitative differences in the various items measured.

With all their limitations, measurements, tests, and ratings should be formulated more widely and used in physical education—with intelligent interpretations of the results.

Some Test Essentials

If measurements, tests and ratings are to be used widely and constructively in physical education the following statements should probably be true:

1. Most tests should be relatively simple as to techniques. If only the highly trained specialist can administer the test its usefulness will be greatly limited.
2. Most tests should be capable of being given to large groups at the same time and should not take an overly large amount of time either to give or to score. We cannot consume all of the physical education periods with testing. Some individual tests of a more complicated nature, however, may be formulated for use with problem cases. These will be used as the Stanford-Binet intelligence tests are used upon cases selected from the results of the general group testing and as the Barringer test (3) of the heart is now used upon suspected cardiac cases.
3. The measurements, tests, ratings and norms should be so co-ordinated, and the scope and functions of each so delimited as to adequately cover the ground. This will probably mean batteries of tests which are either accurately weighed or which are scored upon a "profile" to give an accurate picture of the physical and health condition of the individual. These should be selected in such a way as to test much more than is apparent upon the surface. This may be done by selecting tests that have many elements in common with other activities. Thus the Rogers' strength test has such a wide application because of the large place which strength of muscles assumes in physical education activities.
4. Some tests or ratings may be especially designed for measuring the adequacy of a program, of a teacher, or of a city system. These will be more in the nature of semi-objectively scored surveys. The scoring scheme of the American Public Health Association (4) for the rating of a city health organization is an excellent illustration.

With the above in mind I shall present an outline of a group of measurements, tests and ratings which seem to me to be well balanced and which should be within the realm of what we might hope to see take shape by 1940.

I. An Outline of Measurements, Tests, and Ratings

THE STUDENTS' HEALTH

1. *The physical and medical examination.* By *physical* examination we here mean the part of the health examination which is primarily concerned with anthropometric measurements.

   A. *Measurements.* We believe that in 1940 physical and health education anthropometry will cease to consist simply of taking measurements which are to be filed in a drawer and will concern itself primarily with measurements that will become a basis for the determination of *body type,* and will give a basis for the prediction of physical capacity or performance. Among these will be measurements of:

   (1) Weight for type.
   (2) State of nutrition.
   (3) Vital capacity for type.
   (4) Posture and body mechanics.

(5) Type and functional efficiency of the foot.
(6) Buoyancy.
(7) Predicted basal metabolic rate. The method purposed by Reed should be refined and carried forward by the addition of other variables.

B. *Tests*

(1) Tests of organic function. We shall not go into this medical field except to point out the advance that has been made in these tests such as the sulphophenolpthalein test of kidney function and the electro-cardiogram for the examinations of the heart. We predict that 1940 tests of cardiac efficiency will have advanced to the point where the heart may be effectively tested much more rapidly than is now possible with such tests as the Barringer test, and where these tests may be applied by physical educators possessing a clinical knowledge far less than that of the cardiac specialist.

(2) It is hoped that simple and accurate hemoglobin tests will be available for use, which will be as easy to apply as the Tallquist scale and more accurate.

(3) More rapid and accurate tests of the special senses should be available, perhaps in the nature of such instruments as the Punctumeter (5) for examining the eyes and the Audiometer (6) for examining the hearing.

(4) Tests of "condition."

(a) Tests of *health* fitness, such as is attempted at present by the Schneider test. (7). It should be relatively easy by leisurely experimentation to produce a more accurate and complete test of this nature than any that now exists. Such a test should be more widely used in examining those returning after an illness to a program of physical activities.

(b) Tests of *athletic* fitness or "condition." These tests will probably be of a similar nature to the health fitness tests but with different dosage and types of exercise and probably with entirely different scoring tables.

C. *Standards and Ratings*

(1) There should be an adequate system of weighing or scoring each item of the physical and medical examination which would be used as a basis for statistical tabulation and research and as a basis for motivation of the follow up.

(2) There should be a more adequate basis than weight for rating a "physical fitness index" from the tested strength. I should predict that such a basis may be found from anthropometric measurements of body types.

2. *Standardized Health Knowlege Tests*

These should be paper and pencil tests designed to ascertain the present state of health knowledge of the individual. They may be used also in another form to test the accomplishment of the teacher in delivering health knowledge.

3. *Health Habit Ratings*

These should be ratings of the health habits of the student, *not* to be used as a mark for promotion or grading, but simply as a diagnosis to let the student know where he stands at the time and to act as a basis for guidance interviews, following the rating and the health examination.

II. Tests of Psycho-Motor and Neuro-Muscular Capacity and Present Physical Condition

This category of tests will be primarily for the guidance of the teacher and the administrator in the proper placement of the student and in the proper planning of his activities program.

1. *Original Motor Capacity Tests or Standards*

Note that this is an attempt to test his *potential* motor capacity and not an attempt to test his presentability. This will, it seems to me, involve at least the following three items, each having a specific test.

A. A test of psycho-motor reaction time.
B. A test of muscular contraction-speed.
C. An estimation, probably from anthropometric frame and bone measurements, of the limit of strength possible of attainment.

2. *Motor Ability Tests*

These are tests of what might be called motor intelligence, and should involve at least the following five types of tests.

A. Tests of motor educability. This should involve a score somewhat comparable to a motor intelligence quotient. This is the type of test which is now represented by Brace's Motor Ability Test. There is a need at present for alternative forms of this test, particularly for schools in which stunts are a part of the ordinary teaching curriculum.
B. Tests of steadiness and balance.
C. Tests of rhythm.
D. Tests of timing ability. Miles' pendulum test (8) is an attempt in this direction.
E. Norms for learning time and for improvement.

3. (*Present*) *Physical Capacity Tests* (Motor "How-Good-Is-He-Now" Tests)

A. Tests of strength.
B. Tests of Muscle Contraction—Time or velocity. From these tests of strength and velocity it may be possible to compute available *power*.
C. Tests of Agility or General Muscular Performance—Ability in the relatively unskilled areas.
D. Tests of Accuracy.
E. Tests of Balance.

4. *Psycho-motor Reaction Tests*

What is meant here is a method of testing adaptive reactions to situations. Some work has been done in this field by Dr. C. R. Griffith.

III. Predicted Norms for Performance

These norms should become bases for the classification of students for homogeneous groupings as well as a method for the motivation of practice. These norms will probably be based upon some combination of such factors as age, sex, various anthropometric measurements, build, strength, and the velocity of muscular reactions. It should be possible to make quite accurate predictions as to the expected *possibilities* in such events as:

(1) Track and Field Athletics.
(2) Swimming.
(3) Various groups of major games, predicting the *general* abilities for the game as a whole rather than for specific skills.

(4) Gymnastics, tumbling and diving.

(5) Looking still further into the future, we may expect predicted norms for dancing based upon tests of rhythm.

IV. Specific Performance Standards

These should also be based upon original *physical capacity* and *physical ability* as well as upon age, sex and size. The intelligence will probably be another factor. It would seem that there should be tests of specific skills in at least the following:

Track and Field Athletics, Swimming, Apparatus, Stunts, Tumbling, Baseball, Indoor Baseball, Football, Basketball, Soccer, Lacrosse, Volley Ball, Tennis, Dancing.

I believe that tests in these events will not need to be too comprehensive. Some of the achievements tests proposed (9) would seem to me to involve rather more separate tests than are desirable. It should be possible on the basis of intercorrelations to select a group of tests relatively few in number which would correlate highly with general games ability and have low correlations with the other elements in the test used. These tests while few in number should be comprehensive in the common elements which they tested and should adequately take the place of a much larger number of tests.

In this connection, it seems to me that there will be provided a large number of practice tests. I disagree with some specialists in this field in the contention that no ordinary physical education accomplishment tests should be used as a practice test. This is true in the general educational field. Obviously to permit a student to practice an arithmetic test would result in his memorizing the answers. There is no such danger in a student practicing the high jump. There is no likelihood of his immediately acquiring the ability to break the world's record. The same is equally true of a large number of skill tests, particularly of the simpler ones. To encourage students to practice in the accomplishment test to be taken may prove to be an excellent way of motivating practice in this area.

V. Diagnostic Tests

These are tests designed to ascertain the reason for failure to improve. There will probably be less of the need for such tests in the physical education field than in the mental education field because of the relatively greater objectivity encountered in the field of physical education. A number of tests, however, will undoubtedly be devised to serve in this realm, particularly tests of athletic performance. This type of test should enable the coach to ascertain why the man who looks to be a valuable player somehow does not make good.

VI. Character Tests (10)

I touch upon this field with some misgivings because in the first place it is a field in which practically no one in physical education is working, and a field that is on the whole exceedingly difficult to explore. Owing, however, to the wide-spread claims of physical education to effects in character education I feel that it should be included here. I shall, however, not endeavor to go into details and shall only make a few general remarks.

In the first place it would seem to me advisable to endeavor to reduce the number of character attitudes to be measured to as small a number as possible; hence it would seem that one might project a research into this realm which would show that certain character attitudes tend to group themselves, so that if one were developed, the others of the group tended to be developed at the same time through the same procedures. It would then only be necessary to endeavor to measure the key attitude in the group, so far as the practical measuring of our results is concerned. In the second place it would seem that an attempt should be made to measure these attitudes upon two levels, the first being the physical education performance level and the second the higher level of generalization or transfer.

The physical educator will, of course, utilize intelligence measurements, will-temperament measurements and the like which are developed by other educators.

VII. Program Rating Scales

There should be devised in the near future scales which rate the efficacy of a program. These will probably be drawn up somewhat in the nature of an objective scoring scheme for a simplified self-survey. These may be used either for the individual teacher to rate his own department or for administrative officers to rate the work of others. There would seem to be the need for scales of this kind for rating at least the following items:

1. Physical education program.
2. Health education program.
3. Teacher efficiency.
4. Pupil markings for the purpose of promotion for grading.

VIII. Knowledge Tests

There is a good deal of knowledge in the field of physical education for which one needs both a device for motivation and a method for measuring the amount of possessed knowledge. Educators have recently found that the most efficient progress seems to come where there is a test given at the beginning of the instruction, followed by the instruction itself, which in turn is followed by another test. There would therefore seem to be the need for alternative test forms for testing knowledge in at least the following fields:

Health Knowledge (11). This might include various forms of tests in knowledge of hygiene and of anatomy and physiology.

(1) Rules of Sports.

(2) Knowledge of technique, form and of strategy.

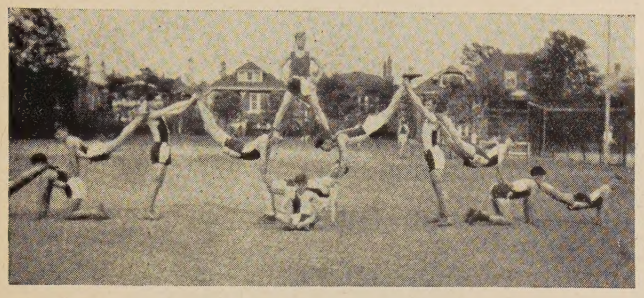
(3) Tests in the etiquette of sportsmanship.

(4) Tests of knowledge of the different methods of recreation.

(Concluded on page 43)

The "M" Point System

By W. P. MacLean
Director of Physical Welfare, J. Sterling Morton High School, Cicero, Illinois



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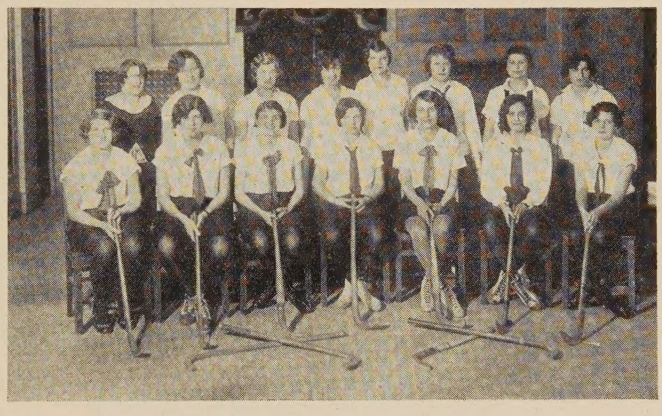
1000 earned points will entitle the earner to be awarded a Morton "M." To a Mortonian who has earned more than one "M," shall be awarded a star for each "M" earned, to be worn on sleeve. No insignia, letter or numerals not earned at Morton shall be worn at Morton.



WINNERS GIRLS' HOCKEY
250 Points towards an M

Fields of Activity for Points

Field 1—Interscholastic Football.
Field 2—Interscholastic Basketball.
Field 3—Interscholastic Baseball.
Field 4—Int. Track, Swimming, Wrestling, Fencing.
Field 5—Intramural Sports.
Field 6—Physical Education.
Field 7—Scholastic, including Debate, Oratory and Superintendent's award.
Field 8—Athletic Managers and Cheerleaders.

The athletic points may be earned as follows:

Football. Interscholastic Football—per full quarter, 30 points. (Note) (1). Tie=win. (2). A full quarter and a fraction more than one quarter, counts as two quarters.

Basketball. Interscholastic Basketball—per full quarter, 20 points. (Note) 2 above applies to Basketball also.

Baseball. Interscholastic Baseball—per full inning, 8 points; Baseball pitcher, 12 points.

Soccer. Interscholastic Soccer—per full half, 30 points.

Track and Field. First in dual meet, 75 points; first in Interscholastic meet, 300 points; second in dual meet, 60 points; second in Interscholastic meet, 200 points; third in dual meet, 20 points; third in Interscholastic meet, 100 points. Tie—wins its place. Relay—same as individual race.

Swimming and Diving. Same as Track and Field.

Wrestling—Dual Meet. For pin, 100 points; for time advantage, 75 points; for a draw, 25 points. *Interscholastic Wrestling.* Same as Interscholastic Track meet.

Tennis. 100 points for each set won.

Archery. See public exhibitions.

Golf. 100 points for each game won.

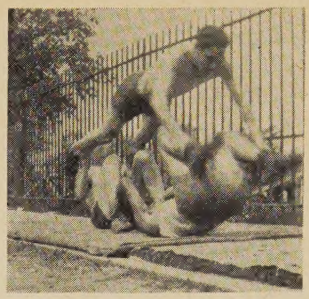
Fencing. 5 points for each point awarded in a regularly scheduled match.

Intramural Games. 5 points for each quarter, inning, or set played in a regularly scheduled match game. (500 point limit). 20, 15 and 10 points for a first, second, or third in Intramural track, swim, wrestling or fencing. 50 points for each perfect semester health card (a personal health habit inventory card kept for each semester by the pupil himself and turned in at the end of the semester). 50 points for five mile swim pin (an award to each boy or girl who has swum five miles in several supervised swims of not less than 200 yards each). 100 points for 1000 mile walk pin (an award to all pupils who have 1000 miles in a series of pre-arranged walks of at least 3 miles each).

Physical Education. 50 points for participation in any public Physical Training exhibition or demonstration. 50 points as a special leadership award in regular physical training classwork, or recommendation of physical training teachers. 100 points for staying faithfully with a varsity squad for an entire season without

"HIGH POINT" FENCERS

A Few Snapshots



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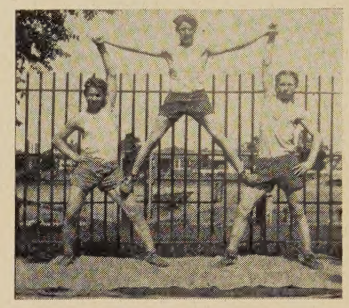
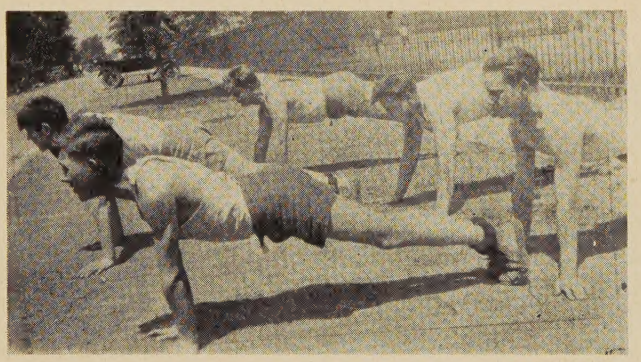
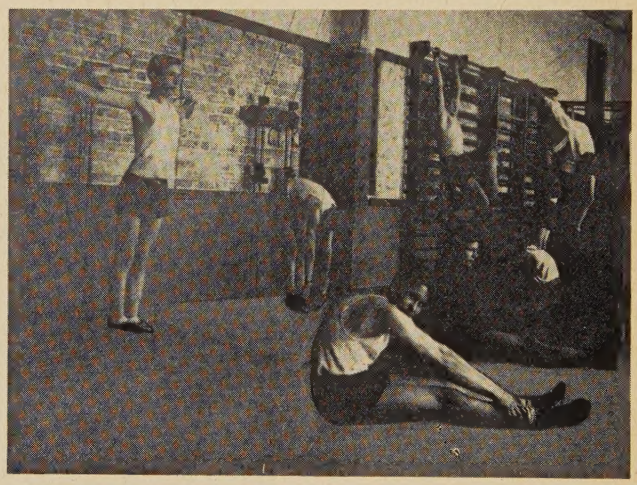


CAN YOU DO THIS?

"PRINTERS" WON THE INTER-SHOP BASKETBALL TOURNAMENT

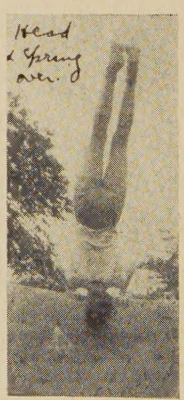


GOOD EXERCISE



CORRECTIVE EXERCISES

THE GYMNASTS



A HEADSPRING

playing more than the equivalent of two quarters. 5 points for each point of improvement in physical achievement tests.

Scholastic and Superintendent's Award. 50 points for representing the school creditably in a public debate or oratorical contest. 40 points for every semester average of 95 or above in scholarship in any solid subject. (Limit 500 points). For distinguished, outstanding, or unusual service to the school, 100 points on recommendation of the superintendent only.

Managers and Cheerleaders. A manager of a varsity team, when the coach requires and selects a manager, shall for faithful performance of a full season's duties be awarded 350 points. Assistant manager (as above) 250 points. These numbers shall be increased in the usual ratio for games won. Cheer leader, same as manager, but limited to 350 points per year.

Extra Points. For each game or contest won, participant's points gained shall be increased 50 per cent.

Loss of Points. 1. Quitting a squad or team without an acceptable excuse, 200 points. 2. Unsportsmanlike conduct, 100 points. 3. Unexcused failure to report for scheduled game or practice, 20 points. 4. Unexcused lateness to scheduled games or practice, 10 points. 5. False testimony, loss of all points.

The Insignia

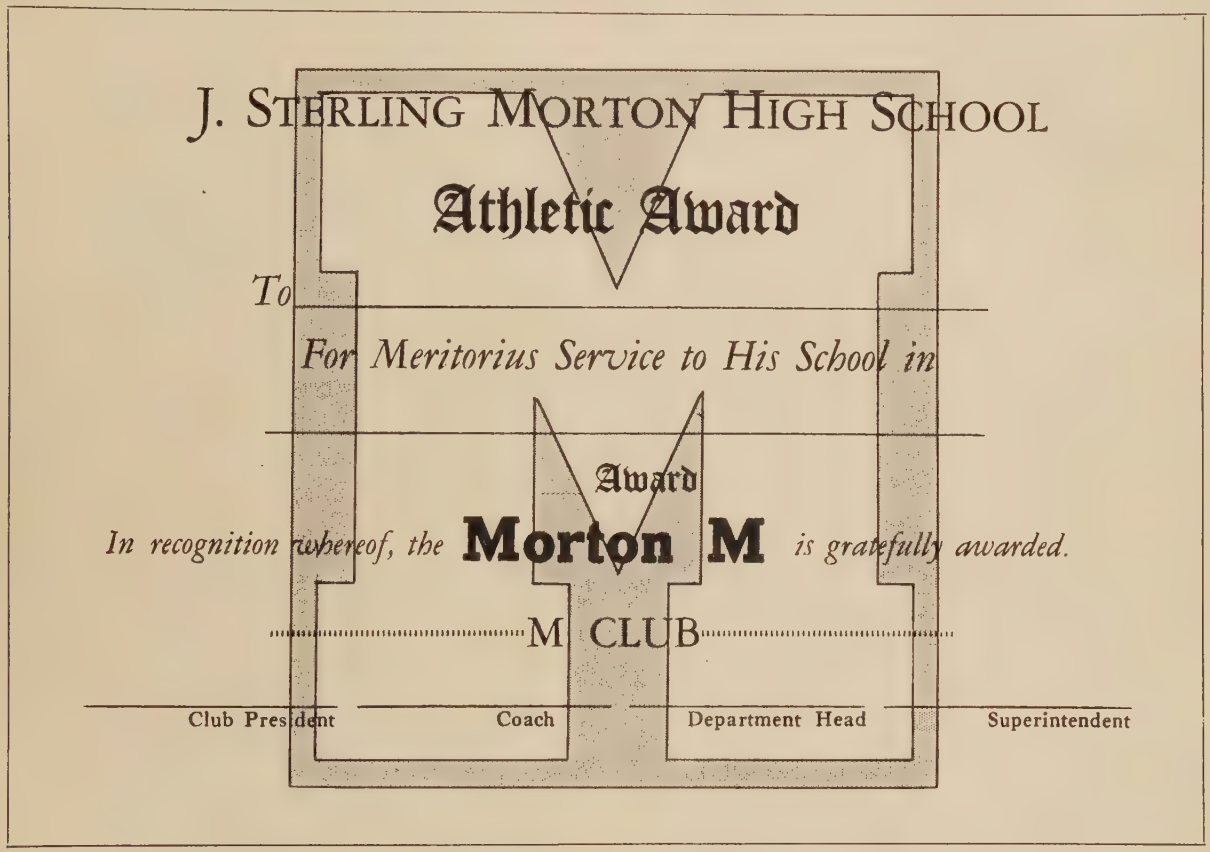
All "M's" shall be of the same size, shape and material; an "I" for intramural, an "S" for scholarship, an "F" for varsity football, a "D" for debate, etc., will be superimposed upon the point near the center of the "M" to designate the activity in which a majority of the 1000 "M" points were awarded.

Special Requirements

Regardless of the number of points awarded, an "M" will not be granted to any student who (a) has not corrected all correctible physical defects; (b) is conspicuously lacking in those ideals and characteristics, mental, moral, and physical which are the aims of Morton education; (c) cannot swim at least four lengths of the Morton pool, using an approved stroke; (d) has made his 1000 points in only one branch of the school activities noted above; he must exhibit an all-around growth and interest by earning the points in at least two of the fields mentioned.

A nine semester man cannot earn points toward an "M" during his ninth semester. When a student is on the "Out Club" for interscholastic competition, he cannot earn points in any way.

On recommendation of the head of the department and a two-thirds vote of the "M" Club, the honor of wearing an "M" and membership in the club may be rescinded.



Amendments

At the close of the basketball season each year, a committee of five to be selected by the "M" Club shall meet with the director of physical welfare and the superintendent to consider amendments to this document.

Honor Assembly

The "M" Club will sponsor an "M" assembly once each semester at which time those who have met the requirements shall be presented with the school letter and a certificate signed by his coach, the president of the "M" Club, the head of the physical welfare department, and the superintendent of the school.

Conclusion

The plan is all-embracing in that every phase of the physical activity program has been improved and made

(Concluded on page 42)

The Minor in Physical Education

By Clair V. Langton, D. P. H.
Director of Health and Physical Education, Oregon State College, Corvallis

DR. CLAIR V. LANGTON

THE *Minor* in Physical Education has until recently received very little attention from the general educator or the physical educator. Because it has not been emphasized as an integral part of the Physical Education program, its importance has not been recognized. In fact, it might be said that it never has attracted much attention except from a few and then only in recent years. The rapid evolution of different methods of Physical Education has left little opportunity for leaders in Physical Education to consider the subject. All the attention has been focused upon the program for the four-year student and every effort has been made to increase the Physical Education curriculum to include four years of college work. Efforts are being made in many schools to expand this into a five-year course of study. In the meanwhile, the importance of the *minor* has not been realized.

Even today there is a large divergence of opinion in regard to the courses which should be included in the curriculum. The effect of different conflicting systems of Physical Education, each with their zealous partisans, has been decidedly against uniformity in the course of study. The rapid evolution of these systems, as mentioned above, has also left its impress. Finally, the movement for compulsory State Physical Education after the World War made conditions nearly chaotic in the academic field. This is amply attested to by a study of the courses offered in the four-year curriculum of different institutions. Hence, it is not surprising that attention and effort have not been brought to bear upon the *Minor* in Physical Education, which upon the surface appears to be of relative unimportance.

In view of the foregoing statements, it is only with a feeling of timerity that one may approach the present subject.

The focus of attention has been on the building and the enlarging of the *Major* in Physical Education and no doubt, justly so. However, a distraction from this purpose is the aim of the present discussion. For some time the problem of teaching Physical Education in the small schools that cannot afford a full-time teacher for this activity has been recognized and perhaps been given some consideration by a small group of individuals, who have had to meet the situation as it forced itself upon them. Information, moreover, from letters received indicates that the problem is of concern to some field workers. Excerpts from some of these letters are quoted in the following lines:

"I think you are taking up one phase of one of the vital problems in the small schools of which we have so many in this Western Country; that is, the problem of training teachers to teach not only in their Major field, but also in some of the so-called extra-curricular fields as well."

"You are approaching a definite active problem when you study the question of a *Minor* in Physical Education."

"Time need scarcely be spent in justifying Physical Education for the rural districts or for the small urban school that does not possess a Physical Director. The number of pupils in schools of under 100 enrollment is amazing. The number of 100 was chosen because certainly schools of this size would not, except in rare cases, have a physical instructor on their staff.

"Schools with considerably over one hundred are in need of teachers with such training. It is patent that schools with even as much as two hundred and fifty enrollment cannot afford a full-time specialist for both boys and girls. I believe that it is a very pressing question indeed."

WHILE accurate studies have not been made to include the entire country, several states have reported that 75 per cent of their schools have an enrollment of less than 100. In the State of Indiana, 75 per cent of the schools have an enrollment of less than 100, and the percentage is higher in the sparsely populated sections of the country. In none of the thirty-nine states giving reports concerning enrollment was the percentage of schools having an enrollment of less than 100 students less than 50 per cent.

This created the problem—How are the pupils of these schools to receive Physical Education? It is well recognized that exercise, to be of value, must have some supervision. The amount of training necessary to give proper supervision is a debatable point. An effort to meet the situation has been attempted in many different ways. Many State Supervisors realize this situation and have attempted to meet it.

Among the first of these methods was the publication of State bulletins of Physical Education. The material in many of these early bulletins was found to be unsatisfactory and soon became obsolete. Still it was an attempt. It is surprising that the states publishing these early bulletins have only in a *few* cases published new ones; and the usual reply when requesting the state bulletin is that "it is out of print." Many states do say that a bulletin is in the course of revision, which is encouraging if not an alibi.

Another method in use in some states is the requiring of State Normal Schools to teach a certain amount of Physical Education to all prospective teachers. The content of this required work has not been closely supervised, nor has there been any unity of opinion as to what material should be included in this work. In addition, the amount of credit that teachers should be required to earn in Physical Education subjects has not been uniform or agreed upon. Many states have made concerted efforts along this line, notably Missouri, West Virginia, Illinois, Massachusetts, Vermont, Wisconsin, Ohio, New York and Pennsylvania. Others not included in this list are beginning to make efforts toward this end; but it is only too evident that the majority of states make little or no effort to train the classroom teacher or to suggest a *Minor* in Physical Education.

Other methods tried are institutes, summer school work, supervision and publications by the state office, etc.

The foregoing data should be sufficient to indicate that the problem of a *Minor* exists, that its importance is evident to several leaders in the field, and that its solution has not been reached nor even an approach to the problem agreed upon.

There are two approaches to the solution of the problem.

1. Training of class room teachers so that they may properly handle the work for their own class room.
2. The *Minor* in Physical Education, i. e., the combination of Physical Education with some other specialty.

No attempt to develop material in regard to the first approach will be made in this brief paper.

The *Minor* in Physical Education had never impressed itself upon me until I moved to the far West. In the States of Oregon, Washington, Nevada, Utah, Montana, Wyoming, and Idaho, the population is so sparse that very little is done in Physical Education. It is nearly non-existent. It is impossible for impoverished school districts to hire specialists trained in this work; and the only apparent solution seems to be that of a combination teacher, who is trained in Physical Education together with the usual academic subjects.

To a certain extent, all branches of education lend themselves to combinations with Physical Education. There are, however, certain divisions that present definite advantages. These are Agriculture, Science, Home Economics, and Vocational Education.

The basic sciences for the above courses include Zoology, Biology, Botany, Chemistry, Hygiene, Psychology, Sociology, Bacteriology, and Physiology. These courses also constitute the basic sciences in Physical Education. The students majoring in these departments therefore get a fundamental training in Physical Education. All students training to be teachers must pursue an educational course that will allow them to qualify for a teacher's certificate. Hence this material will not be discussed, as it is definitely worked out in all schools of education. The only branch left to be considered is Physical Education.

The important element is to decide what subject matter should be included in the *Minor* in Physical Education. Many hold that the content will depend upon the preliminary training. In other words, students minoring in Physical Education should have only practical work; while students who do not have the basic scientific training which is included in the above mentioned branches should also have this scientific material included in their course.

This procedure, however, does not always hold true for the following reasons. The *Minor* in Physical Education will in most cases no doubt consist of approximately eighteen credits, an amount too limited to allow both practical and theoretical courses to be pursued with advantage. There can be no question but that the student Majoring in Agriculture, Science, Home Economics and Vocational Education will have a decided advantage over the student who does not possess the basic theoretical training. When it comes to a choice between the theoretical and practical courses, however, the latter should be given the preference for all students. The object of the course is to train teachers to actually carry on a limited program of Physical Education. It is not the objective to train leaders, supervisors or administrators in Physical Education, but rather to train teachers capable of actually doing the work. The question then resolves itself into a determination of the subject matter that should be included in the curriculum.

The material will differ somewhat between men and women as the program differs in actual practice.

For men the following courses should be included:

Required work in Gymnastics and Calisthenics.

Theory of Football. Fundamentals of football, theory and practice; details of each position on the team; training and managing; complete technique of developing offensive and defensive tactics; a comparison of the various systems of American Intercollegiate Football. 2 credits.

Theory of Baseball. The technique of batting, pitching, and how to play various positions; offensive and defensive strategy; making schedules; points of the inside baseball game; care and construction of the field; baseball management. 2 credits.

Theory of Track and Field. How to train for various track and field events; form and technique; conduct of athletic meets; construction, use and assembling of all equipment used by participants on the field; development of certain types of individuals for certain events. 2 credits.

Theory of Basketball. The coaching and training of basketball teams beginning with fundamentals, passing, dribbling, and pivoting; the psychology of the game; various methods of defense and offense. 2 credits.

Calisthenic Drills. Graded postural mimetic exercises for school purposes with and without the use of dumb bells, wands, and Indian clubs. Mimetics are practiced in games and athletics so that correct form in these activities may be more easily obtained. 1 credit.

Graded Plays and Games. This course should acquaint the student with a knowledge of the play curriculum. It includes activities for all ages, progressing from the simple kindergarten plays to the highly scientific team games. Novelty games for parties and mixed groups are taught. 1 credit.

Marching and Mass Athletics. Demonstrations and applications of various forms of marching (military-gymnastic-calis-

(Concluded on page 41)

The Future of Interscholastic Athletics

By Frederick Rand Rogers, Ph. D.
Director, Division of Health and Physical Education, New York State

EDITOR'S NOTE: The readers are referred to the next issue for an article presenting the athletic situation in a more optimistic light.

Unorganized Play

AS IN the lives of individual persons, so in school and college athletics, play is at first relatively spontaneous, undisciplined, and devoid of ulterior objects; in a word, wholesome. Groups of students, finding themselves with leisure to play and habits of playing certain games, drift together casually and play some form of ball game on the most convenient spot. Rules are simple and changes therein are made informally, by mutual agreement. Officials volunteer their services. Uniforms and equipment are of widely varying qualities and styles. Spectators are few, and amused rather than interested; while newspaper publicity is practically non-existent. Examples of athletics in this stage of evolution may be found on any back lot or city street; and experienced observers will remark the absence of formalities, officials, and spectators and the prevalence of eagerness, healthfulness, and general good feeling on the part of players.

But soon these players tire of each others' company, for some develop into skillful performers, and become attached to particular games, while others fail to improve or find more congenial outlets for their energies, and so lose interest in athletics. The superior players now seek fun elsewhere, for no sincere athlete enjoys either easy victory or overwhelming defeat. Then someone discovers that a similar series of events has transpired in a neighboring school; and finally representatives of the two teams arrange for contests; thus "interschool athletics" for these two schools is born! And since in athletics "life is real, life is earnest," traditions soon take form and acquire substance. Meetings between teams from neighboring schools become annual affairs; games are played with schools more and more remotely situated; spectators pay more attention to the contests; fences are erected and money is collected at the gate to defray equipment and traveling costs; and newspapers announce, under larger and larger headlines, the names of victors, the scores, and the outstanding performances.

THIS constitutes the era of relatively unorganized interscholastic athletics. Each team still has its own manager who handles its funds and arranges its schedules. Players still perform "for sport's sake," pleased when they win and disappointed when they lose, but enjoying their play at all times, nevertheless. Rules remain relatively few in number and easily interpreted. Managers receive no salaries. Spectators continue to be more amused than concerned. Newspaper accounts are still casual, prepared by relatively uninterested reporters, and brief. The period begins in historic darkness and ends with the birth of town or school self-consciousness and pride.

Outsider-Control

NOW comes the interlude of outsider-control. Motivated by the desire to glorify the local community or school or by determination to protect wagers, adults step in "to help the boys with their games." Advice is given the manager on what paraphernalia to purchase. Captains are advised on "how to run the team." Coaches are employed "to whip the squad into shape." The local playing fields are enlarged and re-graded; and grandstands are built.

During this interlude players are secured from any source; they need not be students in any sense of the term; they never need see the schoolhouse. Local teams are harangued by the press, and paid in jobs, or cash, or glory for their efforts. Control of affairs shifts from players (who now are as truly mercenaries as ever were the Hessians of 1776) to alumni groups or pool-hall gangs. Schedules are carefully laid out and admission to games is collected by cashiers under police protection. "Crucial" contests between rival schools, or schools in rival communities, are followed by near-riots. Local pride is yoked with hate for opponents and steams down a roadway filled with opportunities for insulting the enemy.

The United States has provided tens of thousands of civic and scholastic farces conforming to the pattern thus laid down. It is typical of Main Street in a certain stage of development—say 5,000 to 50,000 population, between the years 1900 and 1920.

Organization

THE fruit of this athletic debauch can only dismay all who observe it, and so town or alumni control of athletics passes after a few years, if the local school authorities are strong and imaginative enough to cope with the situation. College alumni are gently restricted by Boards of Athletic Control, Conferences, and Associations; while local sporting men are effectively checkmated by interscholastic athletic leagues.

This is the age of organization. Teams are now controlled by student body officers, who take the tickets, arrange playing schedules, and pay the athletes with sweaters and block X's. The activities of players on the practice field are planned and supervised by adult coaches employed by schools, student bodies, and local "fans." The coach also charts—as scientifically as possible—the contest activities of players, who become highly disciplined companies of shock troops, going

over the top at the zero hour, attended by physicians and cheered on by the multitude. Leagues are formed, and team schedules are merged into league schedules. League and association officers meet in grave conclaves to draw up detailed playing regulations and eligibility rules; and ostentatiously reward victors with banners, plaques and loving-cups.

It should be noted that schoolmen now are in apparent control. They organize and officer the leagues. They formulate and administer eligibility rules. They arrange playing schedules. They control coaches. They direct student body affairs; and protect their own manifold prerogatives with jealous eyes and pens; for they have experienced the horrors of the *laissez faire* policy in athletics, with its inevitable and disastrous denouement in alumni or town control.

There are very many schools and colleges today which exhibit all the stigmata of athletic over-organization. Top-heavy leagues full of formal rules and cramping traditions are found wherever outsider control has forced school administrators to take things into their own hands, and wherever experienced principals have attempted to forestall the interfering instincts of irresponsible adults—that is, everywhere.

Championships

ORGANIZATION brings concentration on dominant features. In athletics love of glamour and public notice have guided organizers, who concentrate on victory and its exploitation. Now begins the crowning phase of athletic organization — the hysteria of championships. Organizations become more complex, and embrace larger and larger areas, in order that the title of "champions" may confer more glory. To give championship titles more validity, persuasive, even coercive, methods are utilized to force every school to join the organization; and school teams are required to play distasteful games (with opponents whom they do not like) on pain of forfeiting the game and the right to participate in championship tournaments.

In the train of these developments the natural outcome results: practice for contests is made a sacred duty, and often players are literally forced to perform "for Alma Mater." Modest bleachers become stadiums. Playing fields are hemmed in by grandstands and automobile parking spaces. Admission charges skyrocket from fifty cents to five dollars. Newspaper editors assign special reporters to keep the public informed concerning the actions of performers in training. Proselyting becomes a fine art, and is reinforced by fraternity introductions, high-salaried jobs, athletic scholarships, and even outright donations to the more promising neophytes. Scouts spy on the enemies' camps. Boards of strategy work feverishly. The sciences are overhauled for contributions, electricity and medicine for conditioning and therapy, chemistry for diets, physics for applications of force to matter, mechanical engineering for training machines, and so on. (Athletic associations have hardly begun to use the sciences as they will in future years, if championships are retained.) Finally, advertising bureaus are organized and financial campaigns are undertaken to purchase stadiums, equipment, coaches, players, victories, championships.

How far is this hysteria of championships from its origin in the natural, wholly admirable, and dynamic desire of the best players in one school to cross friendly swords with the best in nearby schools. Public interest has grown from zero to include almost every literate person and, with radio broadcasting, many who do not read. National attendance figures now reach millions on football Saturdays. The press, which once ignored the games of schoolboys, now devotes more space to sports than to any other single class of news. Games once arranged by the players themselves for "next week" or "next month" are now scheduled years in advance by managers who never played the games they manage for performers not yet matriculated in the school they will represent. Players once defrayed the costs of their own games: today, scholastic and collegiate athletics are furnished expensive equipment without charge; they are transported thousands of miles in the most expensive rolling stock; they are trained by men whose salaries for a few months' coaching each season are greater than most of the athletes are likely ever to receive in their own working lives; and are themselves rewarded by press notices throughout the land, if not by immediate payments of cash, scholarships, and lucrative employment.

Most extraordinary and regrettable of all is the complete revolution of motives and reversal of attitudes among the players. Where once players really played for amusement, athletes now perform for profit or glory (a particularly harmful kind of profit); where once players heartily employed practice for games, now workers prepare for exhibitions with dogged spirits and clenched teeth; where once opponents were friends-in-play, now they are competitors-in-trade; while today the game itself yields over-development and injuries for the sake of scores and history where it once yielded incidents for the sake of amusements and health.

The Future

UP TO the present moment the whole trend of organization has been towards larger and larger units, emphasis on glory and spectacles, and therefore nerve-excitement for onlookers, rather than play for players. But this trend shows signs of changing; as if the burden were too great to be borne the downward-thrusting curve of over-organization has flattened, and shows signs of returning to its base. Already three state high school athletic associations have abolished certain ones or all of their state championship events, and as a natural result two of these state associations are revising their own functions. *Decentralization* is the key-word offering itself for utilization by organizations closest in harmony with the latest developments, and *freedom of action for players* is becoming its manifestation in the games of schoolboys.

The future of interscholastic athletics depends on other factors than organization, however. Organization itself is but a device of players and teams interested

(Concluded on page 42)

School Scout Cooperation

By E. A. Wright

Field Scout Executive, Detroit Public Schools

Foreward

THE more I have studied this movement, its inception, purposes, organization, and principles, the more I have been impressed. Not only is it based on the fundamental rules of right thinking and acting but it seems to embrace in its code almost every virtue needed in the personal and social life of mankind. It is a wonderful instrument for good. It is an inspiration to you whose duty and privilege it is to widen its horizon and extend its influence. If every boy in the United States between the ages of 12 and 17 could be placed under the wholesome influences of the Scout program and should live up to the Scout oath and rules, we would hear fewer pessimistic words as to the future of our Nation.

—*Calvin Coolidge.*

Introduction

ALL those who are connected with agencies dealing with the development of the youth agree that the influence of leisure-time activities in the formation of character is of vital importance. Since all leisure-time programs are designated to supplement the Church, Home and School in the development of the youth, the character values obtained will depend on the extent to which co-operation and correlation exists between these agencies and the leisure-time programs.

Inasmuch as the Scout Program has definite activities which are correlated with the curricula of the School it seems reasonable to expect that the School is one of the logical centers for the promotion of the Scout program.

The Need for Scout and School Cooperation

The great majority of the boys of America will never receive the benefits of the Boy Scout Program through channels other than public school co-operation.

1. Approximately 1,165,000 boys became twelve years of age in 1928.

1. Two-thirds of these boys have no connection with any church, church school or medium of religious education.

3. In 1926, 261,673 boys became Scouts for the first time. This is equal to 22 per cent of the boys who became twelve years of age during the year.

4. The total enrollment during 1926 was 1,073,025 boys and men. Of this total, 109,545 boys were Lone Scouts who lived in the country village and out in the open spaces, participating in the Boy Scouts Program through the Lone Scout Tribes by correspondence and occasional Lone Scout assemblies.

5. The most recent figures show 1,970 school Scout Troops, serving approximately 45,000 boys. In 1926 there were 11,442 Troops affiliated with the churches.

6. School properties in the United States were valued in 1928 at five billion dollars and it is estimated that these properties were in actual service not to exceed 30 per cent of the possible service hours during the calendar year.

Scouting in Relation to the Public Schools

The problem of Scouting in relation to the Public Schools is a problem of co-operation in the administration of Scout Troops meeting in school buildings through which the Public Schools and the Boy Scout Movement may render a larger service to more of our five million boys, 12 to 16 years of age, two thirds of whom have no connection with any program of religious education.

The relation which Boy Scout Troops should maintain to the Public Schools is outlined in the reports of a Committee on Boy Scouts and Public Schools, which was organized at the Atlantic City meeting of the Department of Superintendence, of the National Education Association, March 4, 1921. Copies of these reports are available on request to the Department of Education, Boy Scouts of America, Park Avenue Building, 2 Park Avenue, New York City.

Method of Organization

It is an established fact that the permanency and success of a Boy Scout Troop depends, to a very great extent, on the procedure followed in organization. A troop organized on a firm basis cannot help but be a permanent asset to Scouting. This entails proper procedure on the part of the Field Executive in acquainting the head of the institution with the advantages of the Scout Program, organizing a Troop Committee and keeping in close contact with the Troop after organization. The following procedure has been used in Detroit successfully:

1. A letter to the Principal of the School from the Field Executive. This is a means of calling to the attention of the Principal the advantages of the Boy Scout Program; the fact that Scouting is a Board of Education activity; and finally, that the Field Executive is willing to co-operate in the organization of a Troop and so service the Troop after its organization that its permanency will be assured.

2. A survey made by the Principal of the School to determine the following:

(a) Number of boys in school twelve years of age and older.

(b) Number of boys in school between 11 and 12 years of age.

(c) Number of boys already Scouts. There should be at least 25 boys of Scout age interested in becoming Scouts.

3. A "pep" rally conducted by the Field Executive. This consists of songs, demonstrations, slides and a talk on Scouting. Field Executive impresses on boys necessity of influencing their Dads to support the troop by working on the Troop Committee. This is necessary if the Troop is to be organized.

4. Principal writes letter to Dads of all the boys, inviting them to attend meeting on specified date.
5. Field Executive meets with Dads. Troop committee organized. Scoutmaster selected.
6. Troop begins meeting. Field Executive keeps in close contact with troop in order to assist Troop Committee and Scoutmaster in building a strong, healthy and substantial organization.

Detroit Plan of Cooperation

During the nineteen years that Scouting has been organized in the United States, over three million boys have felt the beneficial Scout influence through their enrollment as registered Boy Scouts. The Scout membership has grown steadily until in 1928 there were over 800,000 boys and men actively enrolled.

The Scout Movement in Detroit has kept pace with the National development, the present active membership of Scouts and Leaders being in excess of 9,200. This has been true not only in growth in membership but in the quality of the Scout work developed here.

The School Scout Co-operation Plan in Detroit has been, since its inception nine years ago, a powerful single factor, outside of the leadership, in enabling this Council to achieve its outstanding position.

There has been notable development of Scouting through the free use of school buildings and equipment and the continued cordial encouragement of Scouts and Scouting by the individual school principals, teachers and other school authorities. The Detroit Board of Education has not merely passed resolutions favoring Scouting, but has actually made use of Scouting in achieving its own educational and character-building objectives.

At the outset, when the school authorities, in co-operation with Detroit Scout Officials, first brought this scheme into being, there were 15 troops with perhaps 350 Scouts that were meeting in school buildings, there being no sponsoring connection between the school and the troop. At present there are over 100 troops meeting in schools once a week, over 86 of these being actively sponsored by the school authorities themselves. In these 86 troops are over 2,600 registered Scouts.

The main lines of the actual scheme of co-operation remain practically the same as when instituted in 1920. A committee of five appointed by the Detroit Council, Boy Scouts of America, and a Committee of five appointed by the Superintendent act jointly as a Committee of advisors on the workings of the scheme.

The actual connection with the school system is made through the Health Education Department. Two Field Scout Executives are employed on the staff of this department under the Director of Health Education. They have their desks in the Scout Headquarters office and on Scouting affairs serve under the direction of the Scout Executive.

Through this scheme of co-operation, the following activities are promoted:

1. Organization of new troops in schools.
2. Supervision and direction of existing School troops.
3. Developing plans of using school administrative machinery to serve Scouts.
4. Supervising the use of school equipment by Scouts.
5. Outlining service projects in the various schools.
6. Correlating the school program with the city-wide Scout program.

SURVEY

		1928	1929
A			
	1. Number of Troops in Council	284	329
	2. Number of School Troops in Council	119	139
	3. Number of School Troops serviced by Detroit Board of Education men	68	89
	4. Number of Troops in Highland Park, Mich.	13	13
	5. Number of School Troops in Highland Park	2	2
	6. Number of Troops in Hamtramck, Mich.	9	15
	7. Number of School Troops in Hamtramck	3	7
	8. Number of Troops in Fordson, Mich.	9	10
	9. Number of School Troops in Fordson, Mich.	9	9
B.	The following is the number of Troops in the schools of Detroit:		
	1. Number of Troops in Sixth Grade Schools	14	14
	2. Number of Troops in Eighth Grade Schools	30	43
	3. Number of Troops in Intermediate Schools	18	19
	4. Number of Troops in High Schools	9	13
	5. Number of Church Troops meeting in Schools	19	24
C.	Permits issued by the Board of Education for the use of School buildings for Scout activities other than Troop meetings:		
	1. Indoor Examination Centers	16	16
	2. Swimming Pools	9	11
	3. Courts of Honor	4	17
	4. Miscellaneous	8	10
	5. Once only permits i. e., Rallies, Installations etc.	28	37

School and Scout Projects

1. In Reading, Pennsylvania the Public Schools made a survey of boy facts in the city which formed the basis for the location of Scout Troops to serve all the boys of the council area.

2. In Montclair, New Jersey a school Scout Association is operating in the interest of moral and civic training and a higher morale in school life.

3. In many schools, Scout 'Good Turn' projects are carried on, including the following:

Directing activities of playground.
Serving as fire guards.
Safety guards.
First Aid corps.
Providing nature exhibits in classrooms.
Promoting thrift and saving.
Traffic duty.
Patriotic exercises—ushers—guides.
Having charge of fire dismissals.
Having charge of flag raising.
Care of school property and grounds.

4. In Atlanta, Georgia, the Public Schools provide a series of five lessons in Scouting as a part of the regular course in Civics. These lessons are published in pamphlet form. The Public Schools ot Atlanta and the Local Council are now contemplating further development of vocational guidance through the Public School administration and a special development of Scout Merit Badge projects, with an effort to help each boy find himself and his life work.

5. Some schools, when called upon by the Local Council, issue a special certificate which indicates that the Boy Scout at school has lived up to the requirements

(Concluded on page 40)

The PENTATHLON

Vol. II DECEMBER, 1929 No. 3

Health - Play
Physical Education
Athletics - Leisure

Journal of
THE MIDDLE WEST SOCIETY OF PHYSICAL EDUCATION
Published at ANN ARBOR, MICHIGAN
E. D. MITCHELL, EDITOR

The Future of the Pentathlon

ALL readers of THE PENTATHLON will be interested in the important changes that are just now taking place in the physical education world. On January 1, 1930, a new magazine will be inaugurated which will take the place of both the AMERICAN PHYSICAL EDUCATION REVIEW and THE PENTATHLON.

Dr. James H. McCurdy, who has given twenty-five years of loyal service to the American Physical Education Association as Secretary-Editor, has asked to be relieved of these duties and will retire on January 1st. The National organization, through its President, Dr. F. W. Maroney, has invited the Editor of THE PENTATHLON to be Dr. McCurdy's successor. The Mid-West Executive Council has given its approval to this transfer of services. At the same time, both organizations have voted to merge the two magazines.

The American Physical Education Association will promote the new magazine, which will be national in scope; which will have the cooperation of the Mid-West, Southern and Eastern district sections; and which will devote space to each of these sections.

The name for the new magazine has not yet been determined. The National Executive Council is at present voting on this matter. The new journal will, however, have the same page size and general style of make-up as THE PENTATHLON, although it will be enlarged considerably in the number of pages. There will be ten issues for the school year, from September to June inclusive. The journal will be popularly priced at $2.00, and every effort will be made to find articles of interest to *all* our readers. For this reason, much of the material will be practical in nature, although there will also be a judicious use of theoretical and philosophical contributions.

This announcement wishes not only to prepare THE PENTATHLON readers for the new combined magazine which they will receive next month, but also to convey to them the good news that *their subscription holds good for the present school year without any additional price tax. The original agreements will be carried out.* This is a distinct advantage to our readers for not only will they receive an enlarged professional journal, but they will also receive an additional free issue next June.

At the same time that the Editor brings this good news to our readers, he wishes to thank them for the very valuable and encouraging support they have given to THE PENTATHLON in its short history. As this, its last issue under the name of THE PENTATHLON, is being published and distributed, the Editor feels a natural reluctance to relinquish a project which has been growing so rapidly and accumulating such strength. He does, however, feel that the new magazine will be assured of even greater success if the readers will continue to support it in the same enthusiastic way and to contribute whenever they have ideas that will be helpful to other members in the profession.

Our Attitude on Controversial Articles

THE present journal contains two articles which the Editor feels are distinctly controversial and consequently it is desirable at this time to point out the fact that these do not necessarily indicate the editorial policy of the magazine. The articles in question are "The Future of Interscholastic Athletics" and "Thoughts on Danish Gymnastics." These strongly champion one point of view of the particular subject and the Editor will welcome any thought-provoking opinions on the other side.

This explanation by no means indicates that the Editor hesitates to present extreme points of view. On the contrary, he feels that such assertions are distinctly challenging and helpful to critical analysis. The profession at large can better make its own opinions when such controversial subjects have been debated from every standpoint.

Our readers should therefore feel free at any time to take up the pen in defense of some pet theory which they think has been assaulted too violently in the columns of THE PENTATHLON; or vice versa, they may assault, if they so desire, some theory that seems to have been too strongly championed.

The Editor does not necessarily always agree with the opinions that are printed in THE PENTATHLON'S columns, but he does believe that if these are presented in a logical and stimulating manner, they should reach the attention of the physical education profession. He will, however, try to give equal opportunity to both sides to express their opinions.

No Back Files of Volume I

THE PENTATHLON office is continually getting requests for the back copies of Vol. I (1928-29). Unfortunately, we are all out of last year's issues and, as much as we should like to, we cannot supply the complete file. At the time THE PENTATHLON was first printed our financial status was very insecure, and we did not want to go too heavily into extra printing until we knew what our permanent demands would be. For those who are desirous of obtaining back issues of last year, we will be willing to run a notice listing their names and asking any persons who are willing to dispose of their copies to get in touch with those whose names are listed.

For this fall's issues, Volume II, we are well supplied with extra copies to meet all demands.

A Study in the History of Dancing

By Nelle Walters

Head of Physical Education Department, Oklahoma College for Women, Normal, Oklahoma

DANCING in Japan is an essential part of religion and national tradition. In one of the oldest Japanese legends we are told that the Sun Goddess Amaterasu, being angry, hid herself in a cave, so that the world was plunged in darkness and life on earth became intolerable. The eight million dieties of the Japanese heaven, seeing the sorrow and the destruction wrought by Ameterasu's absence from the world, sought by every means possible to coax her from her retreat. But nothing could prevail on her to leave it, until one god, wiser than the others, devised a little play whereby the angered goddess might be lured from her hiding place. Among the immortals was the beautiful Ame-no-azume, whom they sent to dance and sing at the mouth of the cave, and the goddess, attracted by the unusual sound of music and dancing, and unable to withstand her curiosity, emerged from the concealment, to gaze upon the dancer. So once more she gave the light of her smile to the world. The people never forgot that dancing had been the means of bringing back Amaterasu to Japan, therefore from time immemorial the dance has been honored in Japan as a religious ceremony and practiced as a fine art throughout the land of the Rising Sun.

Dancing in Japan is not associated with pleasure and joyful feeling alone; every movement expressing emotions, grave or gay, may become the subject of a dance. Some years ago funeral dances were performed round the corpse, which was placed in a building especially constructed for that purpose, and though it is said that originally the dancers hoped to recall the dead to life by the power and charm of their dance, later the measures were performed merely as a farewell ceremony.

The Japanese dance is of the greatest importance and interest historically. Like her civilization, and the greater number of her arts, Japan borrowed many of her dance ideas from China, though the genius of the people soon developed many new forms, quite different from the Chinese importation. From the earliest times dancing has been closely associated with religion; in both the Shinto and Buddhist faiths we find it occupying foremost places in worship. The Buddhist priests of the thirteenth century made use of dancing as a refining influence, which helped to refine the uncultured military class by which Japan was more or less ruled during the early Middle Ages.

The Japanese dance, like that of the ancient Greeks, is predominantly of a pantomimic nature, and strives to represent in gesture a historical incident, some mythical legend, or a scene from folk-lore; its chief characteristic is always expressiveness, and it invariably possesses a strong emotional tendency. The Japanese have an extraordinary mimic gift which they have cultivated to such an extent that it is doubtful whether any other people have ever developed such a wide and expressive art of gesture. Dancing in the European sense the Japanese would call dengaku or acrobatic.

Like the tea ceremony, the Japanese dance is esoteric as well as exoteric, and to apprehend the meaning of every gesture is no easy task to the uninitiated. Thus to arch the hand over the eyes conveys that the dancer is weeping; to extend the arms while looking eagerly in the direction indicated by the hand suggests that the dancer is thinking of some one in a far-away country. The arms crossed at the chest mean meditation. There is, for instance, a set of special gestures for the No dances, divided first of all into numerous fundamental gestures and poses, and then into variations of these, and figures devised from them much as the technique of the European ballet dancing consists of fundamental positions and endless less important positions.

The conventional gestures, sleeve-waving and fan-waving movements, constitute the greatest difficulty in the way of an intelligent interpretation of the Japanese dance. The technique is also elaborate and the vocabulary of the dancing terms large, but the positions and the attitudes of the limbs are radically different from those of the European dance, the feet being little seen, and their action considered subordinate, though the stamping of the feet is important in some cases. The ease of movement and the smoothness of a Japanese dance can only be obtained by the most rigorous physical training. The Japanese strive to master the technique so thoroughly that every movement of the body is produced with perfect ease and spontaneity; their ideal is art hidden by its own perfection.

The Japanese history of dancing begins from the eighth to twelfth centuries. The Bugaku and the Kagura, another ancient Japanese sacred dance, are considered the bases of all the other dances. The movements in both dances strive to express reverence, adoration and humility. The Kagura dance can still be seen at the temple of Kasuga at Nara. Like the Chinese, the Japanese lack dances known to us as folk-dancing. In the art of dancing Japan far surpasses China, this being due to the more emotional and poetic character of the race. The dancing of Japan, like its other arts, originated in China but is more impressionistic and symbolic. The Japanese dance is graceful and dainty and gives evidence of thorough refinement.

Dances of pungent racial tinge are those of the American Indians. The best known of the Indian pantomimes are the Ghost, Snake, and Dream dances. Very little observed and recorded are their various war

AN INDIAN DANCER

dances; still less their social dances. Stolid, impassive and stoic as is the man himself, so is his dance and other aesthetic expressions. His dance is void of frivolous gaiety and passionate joy, as he himself is. It turns more about some mystic or religious tendency than about a sexual one. There is that peculiar heavy and secretive trait in an Indian folk-dance that manifests itself so conspicuously in the dances of the Siberian Mongolians, as the Buriats, Kalmuks, and particularly the Finns.

THE Dream Dance is based on the story of an Indian girl who escaped into the lake upon the arrival of the white man and hid herself among the lilies, thinking they would soon leave. She remained in the lake for ten days without food or sleep, until the Great Spirit from the clouds rescued her miraculously and carried her back to the people of her tribe. In memory of this event the ceremony of the Dream Dance was instituted and is performed annually in the open air, about the first of July. A special dance goes to this ceremony.

The objects about which this ceremony centers are a large drum and a special calumet, the former elaborately decorated with strips of fur, beadwork, cloth, coins and feathers. It is hung by means of loops upon four very elaborately decorated stakes. Often they are provided with bells. To this the greatest reverence is paid throughout the dance, a special guard being kept for it. The calumet serves as a sacrificial altar, the function of which is the burning of sacred tobacco, in order that its incense may be carried to the particular deity in whose honor the offering is made. The drum is beaten by ten to fifteen drummers, each beating it with a stick two feet long, as an accompaniment to the song which serves as the dance tune.

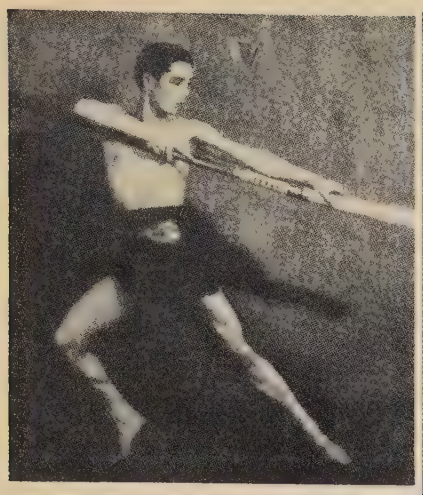
In this dance, which is always performed by a man of highest standing in the community, a dancer may go through the necessary motions with the feet without moving from the position in which he is standing, or he may dance one or more times around the circle and come back to the vicinity of the original seats and dance here until the tune is finished. The dance begins at eleven o'clock in the morning and lasts until four in the afternoon. A special festival meal is served during the dance in the circle.

The features of the Ghost Dance are the sacred crow, certain feathers, arrows, and game sticks, and a large pole which is placed in the centre of the dancing area. The men, women and children, their faces painted with symbolic designs, take part in it. The participants form a circle, each person grasping the hand of his adjacent neighbor, and all moving sidewise with a dragging, shuffling step, in time to the songs which provide the music. The purpose of the Dream Dance is to communicate with the spirits of the departed relatives, and friends, this being accomplished by hypnotic trances induced through the agency of the medicine man.

The Snake Dance is a ceremony performed by the Indians of the southern states. This is of a ghastly nature, since the dancer holds two rattlesnakes in his mouth while executing his evolutions. Not only must the dancer be an artist who can manage the movement of his face so that the heads of the deadly snakes cannot touch his face or upper body, but he has to know the sacred words that neutralize the poison of the snake, in case he should be bitten. The Snake Dance, like the Dream Dance, is based on a legend, but the story of it is more involved, tragic and mystic, therefore its ghastly nature and weird symbolic gestures appear more vivid and direct than the themes of any other of the Indian folk-dances. But the poses of every Indian dance are similar to each other, slow, compact, impassive and dignified. A strong mystic and symbolic feeling pervades the limited gestures and mimic expressions. Aesthetic ideas with the Indian are closely interwoven with those of ethics and religion. There is nothing graceful, amusing, delicate or charming in an Indian dance, which makes it quite different from a dance of ours.[6]

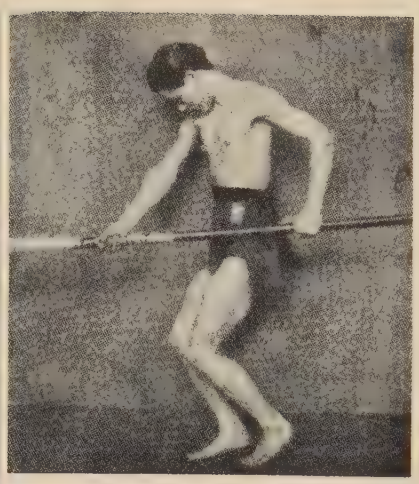
Indian dancing possesses the power of lifting a man into new relations, and in a sense of transforming him. There is no clear demarcation between acting and dancing in the American Indian Spirit Legends or Manito Masks. Instead they are one and the same. Indeed, there would be no impropriety in speaking of the whole performance as a dance. Indian dancing is by no means like the social or aesthetic dance of the white man. Its range is great, from the purely conventional to the eagerly dramatic, but throughout it is marked by restricted rather than sweeping motions. As an Indian put it, the white man dances with his legs, the Indian with his individual muscles. His dance is, in fact, a kind of vibration, permeating through his physical being as the wind ripples his feathers. Mimicking the movements of animals, the Indian may be faun-like in the

[6] Narodny, Ivan, The Dance, pp. 13-71.



CHARGE

RETREAT



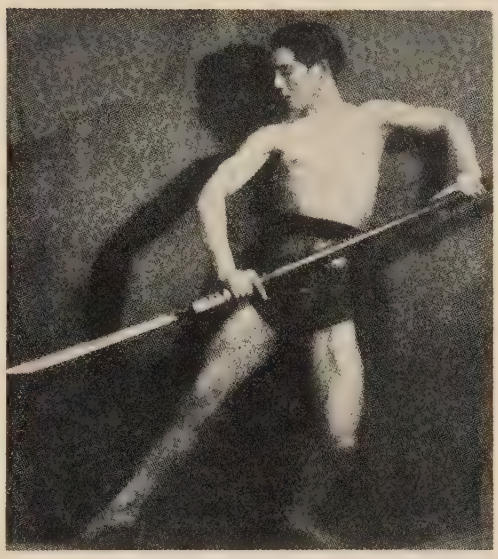
RELAXATION

exuberance of his motion, or again he may be intensely active without turning in his tracks; but in all he preserves this primary quality of body-vibration rather than limb-motion, as key to his dance. In the women's dances this is particularly noticeable. The steps are mincing, feet hardly lifted from the ground, the elbows close to the body and the hands barely shaken, the face impassive; yet noted closely, it will be seen that the whole flesh is quivering with the rhythm of the drum.[1]

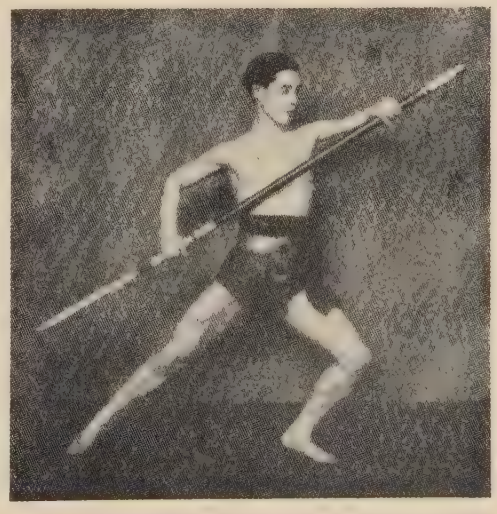
Medieval Dancing

FROM the documents referring to dancing in the French Court, we conclude the Middle Ages formed one of the most curious epochs in French dancing. "Tales of chivalry speak constantly of warriors who, without laying aside their harness, danced to measures chanted by ladies and maidens."[1] Each province in France had its characteristic dances, which the peasants practiced with great vigor. Some of these were Rounds and Branles, the Bourrees of Languedoc and the Catalan Bails.[2] The Round is the primitive dance, the true rustic dance. There is something so natural, so instinctive, in its movements, that we find it in all primitive and rustic societies. In early days young girls danced Rounds in the fields to celebrate the coming of fair weather. The Round was the first conception of dancing, and now, as in the remotest ages, children take each other by the hand and dance in circles, to express delight, and even to celebrate the joys of days that have been. In all its variations the Round is essentially a joyous dance. Vuillier tells of a Round he saw danced in Sardinia. The music was the musical buzzing of the voice. To the sound of this singular music young girls and men danced in a circle around the musicians. The maids took hands and stood closely side by side; the young men did the same, the two groups joined at one end, and the dancers circled, retired, and advanced in a slow cadence, regulated by the melody of the singers.

In Gascony when a wedding-mass is held they have a special dance. The bridegroom and bride join hands, the various couples do the same and they all march along to the rhythmic movement of the music. First they revolve and glide and then go into a lively, rapid dance. This dance is called the Rondo. It is continued until the group reaches the house where the wedding meal is served. In the evening the Rondo becomes a mad, headlong racé, reckless and even terrible at last. The young couples then become excited by their much-



JAPANESE SPEAR DANCE



DEFENSE

[1] Alexander, Hartley, Manito Masks, pp. 14-17.
[1] Vuillier, Gaston, The History of Dancing, p xii.
[2] Ibid, p xii.

loved pastime and begin turning, twisting, jumping over obstacles, climbing, leaping and running. The great points for the dancer to observe are never to unclasp hands and to follow the every movement of the leader blindly. The Romaika, which is danced among the Slavs, seems to be a form of the Round. First all the men join hands and dance, and then all the women. They never dance in couples. Only the leader does the dancing. In the ordinary Round the dancing is quite different from that of the Kollo. In the Kollo the dance is formed by alternate men and women couples, its peculiarity being that the man does not take the hand of the woman next to him, but passes his arm under hers to clasp the hand of her neighbor. The whole ring thus joined stamps on the ground, singing a monotonous air, mournful but not unpleasing. In Gradisca the women adorn themselves with glass beads, huge crowns, false pearls, artificial flowers, and jewels of curious design, the brilliant hues of which stand out against their richly embroidered bodices. They dance together in groups, slowly, without change of place, giving a sort of challenging expression to the undulations of their bodies.

In Roumania, an ancient Round known as the Hora is danced to the music of bagpipes. The youths who dance it hold hands, advance to the left in four or five steps, then stamp on the ground, pause and repeat the measure.[3]

The Bouree of Auvergne is looked upon as a heavy dance, somewhat coarse in character. The stamping of wooden or hob-nailed shoes accompanied every third beat of the measure. The dance is said to be derived from a very ancient Branle. "And indeed, the women of the Limousin have a collection of Bourees no less varied than original. You will hear their songs on moors flushed with the purple of heather, in savage gorges where mountain torrents churn among the rocks, under the mysterious shade of forest oaks, and, like me, you will listen entranced."[4]

The Farandole which is still popular in Southern France is danced at festivals in honor of the patron saint. The dancers stand in a long line, holding each other by the hand. Sometimes they add handkerchiefs, thus making the line longer. The dancers wind rapidly under each others arms, moving round a single couple in a long spiral.[5]

While dancing at the rural district festivals and domestic gatherings amused the peasants, masquerades were the favorite amusement of the Court. It was here that the first expression of the ballet was constituted. Masquerades remained in favor for two centuries, and the character of dancing was about the same.

Now comes the period in which dancing and all the arts were for the public. Before this the theatre had been only for the amusement of the court. Now women made their first appearance on the stage. Louis XIV founded the Academy of Dancing, and, anxious to give a new prestige to the art, he took part in the Court ballets. Under Louis XV and Louis XVI a more refined and exquisite dancing came into vogue. This was the time of the Gavotte and the graceful Minuet. The dances of the eighteenth century had a charm all their own; with their supple and rhythmic grace they combined a dignity which surrounded man, and, in a still greater degree, woman, with an atmosphere of beauty. The revolution changed the French nation, but dancing went on. Instead of the dignified, sweet dancing of the coquettish marquises, powdered and jasmine-scented, there was the sinister dancing of the red-capped Carmagnole to the refrain of Ca ira. Men and women danced around the scaffold, their feet covered with blood. Twenty-three theatres and eighteen hundred public halls were open every evening after the Terror. The people seemed to try to forget in the movement of the dance. The soldiers danced on the eve of battle, apparently trying to forget the dangers of the next day. France in this period was the Mecca of the lovers of the dance. All the dances seemed to be brought here and changed or added to, in order to satisfy the French court. The middle class began to develop a passion for balls, which before, except for rustic festivals in the country districts, had been confined to the aristocracy.

In 1844 came the Polka, which revolutionized the dance, and invaded the saloons, drawing-rooms, shops, and even the streets. Next came the great Markowski who introduced the schottische, the Sicilienne, and the Quadrille of the Hundred Guards. Opera-balls assumed a new splendor under the sway of Musard. People braved suffocation in the crowded auditorium to see the King of the Quadrille, as he was called, conducting a huge orchestra, among the effects of which the noise of breaking chairs and sounds of fire-works were sounded at regular intervals. Musard is said to have produced extra-ordinary sonorous sounds by these means.[6]

In Stockholm on May Day a leaf market is held at which thousands of May-poles from six inches to twelve feet high, decorated with leaves, flowers, slips of colored paper, gilt egg-shells strung on reeds, and so on, are exposed for sale. Bonfires are lit on the hills, and the people dance round them and jump over them. The raising of the May-pole is quite an affair, to which all the people of the neighboring country come and dance around it in a great ring.

In Saxony people were not content with bringing the summer symbolically (as king or queen) into the village; they even brought the fresh green itself from the woods into the houses. May-poles and branches were brought into the town and set up before the doors of the houses or the cattle-stalls or in the rooms. Young men placed such trees before the doors of their sweethearts. Besides all this there was a great May-pole brought to the village and set up in the center of the market-place. The trees were stripped of their branches and on the top were placed presents of sausages, cakes and eggs. The young people exerted themselves to obtain these prizes. The greasy poles we see now at country fairs are a relic of these old May-poles. The young people danced around these May-poles every evening and even today it is still a custom.

[3] Vuillier, Gaston, A History of Dancing, pp 208, 213-220.
[4] Vuillier, Gaston, A History of Dancing, pp 223-224.
[5] Ibid, pp 220-227.
[6] Vuillier, Gaston, A History of Dancing, pp xii-xv.

In all these cases, apparently, the custom was to bring in a new May-pole each year. However, in England the May-pole is permanent. Fresh garlands and decorations were placed on it yearly. Thus the renewal of the May-tree is like the renewal of the Harvest-May; each is intended to secure a fresh portion of the fertilizing spirit of vegetation, and to preserve it throughout the year. "But whereas the efficacy of the Harvest-May is restricted to promoting the growth of the crops, that of the May-tree or May-branch extends also, as we have seen, to women and cattle."[1]

The Morris dances are associated with May-day and are danced round a May-pole. The music is lively and the dance rapid. They are thought to have been brought from Spain, where the influence of the conquest of the Moors was strongly felt. All folk-dances of England were quick, and lively dances and danced in the form of games. Some of them, such as Hunt the Slipper, Kiss the Ring, and Here We Go Round the Mulberry Bush, are still played today by children.

Medieval dancing found its way into all countries and today traces of it can be clearly seen in the rustic communities of Europe and in the backwoods of North America.

Modern Dancing

"THERE is no serious art in the quality that developed in the years from 1905 to 1915; but the revue, the vaudeville stage, and the cabaret are filled to the over-flowing with a kind of dancing which reflects and is reflected in the popular passion for jazz steps. Perhaps the sequences should be: Isadora...the Russians...jazz music...the popular and easy one-step permitting the most awkward to 'dance' and the most expert to embroider their movements with art...and so dozens of popular entertainers practicing a profession that we have never before seen quite so vital or absorbing."[1] This is the dance which we see today every time we go to the theatres. It amuses us and it is good to look at and there is a certain satisfaction in learning to do it.

Today our dancers are apt to be specialists. In the revue very few are trusted with an act that calls for anything but dancing, so that one thing is their specialty. Still we do not want to see a dancer dance and that is all; we want to see him carry his art over into the art of acting. That is the place where his personality is brought out in the dance. Our American "hoofers," as Kenneth Macgowan of the Theatre Arts calls them, are quite different from the dancers of Europe. The primitive man used his voice and his feet to make the music for him; the classic dancer of Europe makes no noise with her feet; and sometimes the best-liked tap dancing of today is when the music is toned down to the point where only the rhythmical taps of the dancer are heard. Directors have understood this and have had the orchestra lessen its volume for the revues at certain times, so that the body movements of the dancer can be more easily and readily appreciated. Andre Levinson is quoted by Macgowan as saying, "The Oriental dance is concentric—the knees bent in, the arms embracing the body, everything converging to the centre—while the movement of the dance of Western Europe...is just the opposite—the body of the dancer being extended, the arms and legs turning outward, the entire being dilated to its extreme capacity. The European dancer, be she a ballerina or a peasant, moves about freely, she leaps in the air and glides and runs while the Oriental dancer turns in upon herself, lives upon herself, like a statue turning upon a pedestal. She crouches and stretches. She is a plastic form, coherent but changing. The back hollows, the abdomen swells and sinks. The almost fluid muscles ripple under the glossy skin of the arms, whose sinuous curves undulate in an internal rhythm."[2]

Most all of our vaudeville dancing is based on difficult feats. It seems that the most intricate movements of the feet and the whole body are things that the modern vaudeville audience wants. Sometimes the most expert are often the least famous or the least liked, because we at times do not call it dancing. Eccentric dancing is the pure movement of the body to the rhythm of the popular jazz beaten out with taps. Some of the present day dancers are Buster West, Tom Patricola and Ann Pennington, who starred in George White's Scandals. Then there are the Astaires, Fred and Adelle, who are the essence of juvenility. West, Barton and Dixon, with Patricola, who is one of the best, all dance a different dance, and each expresses his own character by his bodily movements.

Leaving the individual, we now take up the mass or the chorus. Here, dancing is not the expression of the dancer, but is the expression of the director who gives them the key notes, as well as the whole thing, and makes them do as a child pretends to do with her doll. This type of dancing can never be individualistic, but it will please the various audiences and be the envy of many, as it has been before.

Going back to our social dancing, it is found to be quite different in different sections of the country. At one time everything was a slow, rhythmical waltz which expressed the feeling of the people who danced it. In the northern part of the United States, especially in the larger cities, the dance has been faster and the people more eager to take up the new fads, such as the Charleston and the Black Bottom. The life of the people rushing here and there to business, to shop, and always on the move, makes it practically impossible for them to enjoy the slower movements of the dance. In communities where people are not so conservative, the eccentric dances of the stage are brought into the dance rooms. There have been different dances, such as the one-step, two-step, stomp, shuffle, Charleston, Black Bottom and the Varsity Drag, which have given themselves to the younger generation, while the older people usually keep to the waltz. All these fast-moving dances, such as the last five mentioned above, are naturally made for a person with more agility and skill. They are first executed

(Concluded on page 40)

[1] Frazer, James George, The Golden Bough, pp 124-125.
[1] Kenneth Macgowan, "Hail to the Hoofers," Theatre Arts Monthly, August, 1927, p 642.

[2] Kenneth Macgowan, "Hail to the Hoofers," Theatre Arts Monthly, August, 1927, p 643.

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New Styles in High School Basketball

By Herbert W. Read

Basketball Coach, Western State Teachers' College, Kalamazoo, Michigan

THOSE of us who sit in at high school basketball tournaments enjoying this lively spectacle but being particularly interested in the form displayed by the players and the systems exhibited by the teams, have been struck of recent years by the changes that have come about in the style of play. The tournaments, of course, are in their infancy, for it is only a decade since they became widely extant in the many states of the union, and half that quota of years marks their rise to the high popularity of today.

But let us say that ten years ago the high school tournament began. What a helter skelter type of pastime it was! System, if there was any, consisted mainly in getting the ball off the bank, feeding it up instantly to the forward line; and then a pell-mell rush was on to get the ball up to the opposing basket for a "dog" before the defense of the other team could cover. If the opposition defense did cover, the shot was taken on the dead run with a minimum chance of the toss being accurate which was compensated for in some measure by a strong natural follow-up that often recovered the ball for another shot.

It was frequently exciting enough but wholly unscientific, a sort of hit or miss basketball all the way through. The pivot was almost unknown, there was little use for the dribble—in fact it was anathematized as witness the attempted rule change of two years ago—the back pass out of a jam was rare, the five-men defense just begun to be understood, but the five-men offense hardly conceived.

NOW, however, the type of play displayed by the secondary school team is a revelation; it so closely approximates in style and skill that of the colleges and universities, and in exceptional instances even seems to surpass the work of those mature and highly selected quintets. In fact it is an often-heard comment at the National Interscholastic at Chicago that the type of basketball exhibited by certain finalists is superior to any play exhibited on that floor by university teams, which means, of course, the powerful quintets of the Big Ten. Rational consideration discounts such comments since the inference that these clever-seeming finalists could beat a university team does not take into account the mature defensive power of the older players.

However that may be, the average high school player of recent years, as he has gone on exhibit in the various tournaments, has proved himself a much more skillful performer than his prototype at the beginning of the decade. Dexterous handling of the ball, clever footwork (seen in pivots and starts and stops), mastery of the dribble, and a distinct style with leisurely aim in shooting at the basket, have come to be almost commonplace in the play of the youth of the present seasons.

Naturally this individual development has changed the nature of team play on offense and defense, particularly the former. There is little of that shuttle-like effect now—those wild rushes back and forth the length of the court which gave the spectator something of a neck-ache as he incessantly pivoted his head to follow the play. Instead, one is more apt to see the ball brought up the floor deliberately, often by means of the once condemned dribble, while the forward line of the team is taking positions within the hostile defense. The ball is then fed in to a player who is loose or who is breaking fast away from his guard, and then for a moment or two there is dazzingly rapid action, aimed to wind up in a team made dash under the basket for a set up shot.

This is not the sort of thing that was thought possible for high school boys a few years ago. It was felt it demanded too much head work, too much poise while the play was developing, with a mastery of the dribble and a half dozen phases of footwork and manipulation of the ball possible only to the collegiate player; but the writer saw a National Interscholastic fought out at Chicago three years ago by two teams both of which displayed a type of game unthinkable for secondary school players ten years ago.

BATESVILLE, Arkansas, had one of the most methodical, carefully maneuvered attacks to be witnessed on any court. When the ball was secured off the bank after a missed shot by the opponents or through an interception, a guard took possession of it in his own foul circle and held it several seconds while his teammates loped leisurely down the court and took positions within the enemy defense which had retreated with them. The other guard went as deliberately to a position just in front of one of the forwards. Not till then did the guard with the ball move. He began a careful dribble to a point in front of the other forward. The line of this dribble, in a number of observed plays, might have been plotted with a single chalk line. Arrived at that point, he looked the field of action over. He then did one of four things—passed to his own forward nearest him, passed to his center who came out from under the basket into the foul circle, passed to his other forward diagonally to the corner of the court, or passed across to his fellow guard in front of the line of defense. Things happened fast for a bit then, the change of pace frequently finding the defense flat-footed for a basket. If the ball was lost, it was simply a matter of going on defense again until the same maneuver could be repeated.

This very deliberate offense carried Batesville through to the finals. Then the Arkansas men met almost as deliberate an attack as their own, and certainly a more inveterate set of dribblers, who handpatted the ball all over the floor with a careless abandon but perfect control until a big center named Kawalski could shake himself loose near the basket to get the ball on a pass for an easy toss in. Fouls really decided that battle, for while Batesville scored most often from the floor, the southerners got over-eager in their pursuit of the dribbling Mortonites and consequently there were too many penalties which the Chicago team converted into the winning margin.

The Batesville-Morton game was one of the contests which inspired the rule committee to go into that hasty action abolishing the dribble. Hasty is the right word to describe the action, for while it did seem a pity that such a popular team as that from the Arkansas town should lose to the recklessly dribbling Morton quintet, yet there was no general lament on the part of either players or spectators. In fact the outcry that followed the committee's action was right from the shoes up; and the dribble, once thought just a college tactic, was restored as a right of the school boy.

The following year the championship was disputed by Canton, Illinois, a team that also played a deliberate type of ball with slow action and maneuvering until one or other of two big guards could cut loose with a smashing drive into the heart of the defense, either for a complete course to the basket or if stuck somewhere near the foul circle to pivot and pass the ball to a teammate cutting behind him on a semi-block play. It was beaten in the finals by Ashland, Kentucky, a quintet that looked like a college team and played like a college team, except that high school basketball need no longer be flattered by the comparison.

SO MUCH for the National Interscholastic as a field in which to obtain the criteria of high school basket ball play. If it is argued that the roster of teams is too highly selected, we can look at the lesser arena of a state tournament. The writer witnessed the Michigan Tournament at Detroit last March. Jackson, Class A winner, and of course virtually the state champion, played a deliberate type of ball quite professional in its measured attack and in the skill with which the players handled the ball. Bridgeman, the Class B winner, that might have been expected to display the helter-skelter you-chase-me-and-I'll-chase-you-game, had a very cool attack with head work in waiting for openings left by the defense. In Class C, St. Michaels, with an offense possibly even more professional than that of Jackson, and the favorite to win over Harbor Springs in the final, did lose out through overdoing the deliberateness, though some splendid team spirit on the part of the resorters was also a factor. Grand Haven won in Class D with what was more of the old type of game, but there was enough of the newer manipulation of the ball mixed in to give it effectiveness. When, however, the deliberate tactics were combined with a fast break as openings occurred, the teams looked almost professional in form.

SUMMING it up, it may be said that fewer and fewer teams are coming to rely on sheer speed as of old with high scoring to offset lack of defense. The attack now is apt to be thoughful, careful, even slow—all passes made sure—and few chances of any sort taken. The ball is worked around to within the vicinity of the basket; the preferred shot is a close-up one with the maximum chance of the basket being made. Sometimes the offense is a systematically worked-out one with passes directed to certain spots followed by others in a scoring sequence. Other offenses are not so evident. There may be a quick pass in for loose men under the basket, or a pass and break with only two men in the play, or, when a man to man defense is met, an individual maneuver which sidetracks the guard and leaves the main line open for a dash in with the dribble and the shot laid up against the bank.

Any number of defenses may be seen. *Man to man* is the simplest, though ruinous for immature players. This may be maintained only in the defensive half of the court, or the players may be instructed to go out and take the opposition over the whole court though it needs careful schooling to do this with any surety. There is the *five-men* defense which picks up players after they penetrate and follows them about only in the danger area, returning to position when the invaders leave the defense. There is the *position* defense which somewhat resembles a zone defense but is not; and then there are half a dozen varieties of the *zone* defense from roving or shifting to the nearly rigid defense. All have favorable points, but all must be well worked out to be effective.

Finally, it may be pointed out that the modern high school basketball coach has a little more exacting job on his hand than his predecessor. Time was when the ball could be tossed out to five candidates and, if left to themselves, they would become some sort of a ball team and now and then a surprisingly good one. Today, however, the competition is too keen and the tactics of the game too carefully worked out for any hit and miss style. Wise the coach who drills his men in fundamentals to the point where the hands manipulate the ball as a master pianist ripples the ivory keys, where the dribble is such a well-mastered tool of progress on the floor that the eyes are free to determine the course and the opportunity of play, where the passes can be made with unfailing accuracy and perfect timing, and where the foundation principle has been driven home that a play at the right moment is worth a dozen at no moment at all.

Wisely, too, some coaches have discovered when *not* to coach. Many textbooks, for instance, detail exactly how the basket should be shot—to the ruination of many good men who had their own natural style. Perhaps the boys in the grades can be taught everything but not those whose coordinations have been at least partly established.

This incorporates only a few of the fundamentals. There are a score of others involving footwork on offense and defense, basket shooting, the development of

(Concluded on page 44)

Thoughts on Danish Gymnastics

By Dorothy LaSalle

Acting Director of Summer Play Schools, Child Study Association of America

THE enthusiasts of Danish Gymnastics have thrown a real challenge to the naturalists. The challenge must be answered. Here and there, in this university or in that school, we find these enthusiasts. "Danish is better than Swedish," they say. "It develops a strong, straight body." "It is rhythmic." Its movements are not angular, as are Swedish." Nils Bukh has captured many hearts. Each summer a delegation goes to Ollerup, Denmark, to spend the vacation months under his tutelage and the beginning of each school year sees these same people, scattered throughout our school system, enthusiastic and confident, determined to convince their deans, superintendents, headmistresses, or principals that Nils Bukh's system is the best system for his particular school. And sad to relate in some cases they do convince him.

Let us examine the aims as set forth by the exponents. Nils Bukh says in "Primary Gymnastics",[1] "The aim of the Danish fundamental or primary gymnastics is to give first and foremost, a thorough working and toning up of the whole body", and later in the same book he says, "The aim of all fundamental gymnastic exercises is to produce supple, strong and agile bodies."

In "Fundamental Danish Gymnastics for Women"[2] Dorothy Sumption, a pupil of Bukh, outlines the aims as flexibility, strength, coordination and mobility. And like the master, she says, "The chief value of the fundamental work lies in a wise combination of exercises for loosening up tight muscles, thus producing flexibility, and exercises of a developmental character which will increase the tonus of weak and flabby muscles."

These themes are elaborated, developed, and restated by both Mr. Bukh and Miss Sumption. Mr. Bukh, being more of the artist and poet develops his more beautifully, while Miss Sumption is logical and concise. But the symphony is incomplete. There is no other theme. Body building is the only aim.

Body building is a worthy aim. Health, to be sure, should always and must be a great consideration in physical education, but it can never be the only aim. Physical education can contribute so much more than health alone. To quote Dr. Williams, "Traditional method in physical education has been to offer special exercises for development of muscles unused in sedentary occupations. Such method is wholly invalid and comparable to the now disused method in social science that gave money to the poor as a solution for poverty." Physical education must be concerned with other values also. It must be concerned, as are other phases of education, with methods which will train our young people to act and assume responsibility in a democratic society.

In 1923 Dr. Williams presented before the American Physical Education Association four standards for physical education practice. These were later published in the American Physical Education Review. The first standard has to do with physiological results and the system under discussion meets this standard. The second standard proposed was: "The practice must have meaning and significance for the individual and should provide a carry-over interest." Does Danish meet this standard? When I see groups of individuals who have been exposed to Danish gymnastics practicing these exercises in their leisure time, when I see children performing them in the backyards, on the streets, or on the playgrounds, then, and only then, will I believe that Danish gymnastics has sufficient significance and meaning to provide a carry-over interest.

The third standard proposed was, "The practice must provide opportunity for the individual to exercise the desirable instinct mechanisms by which socially useful traits may be developed." This standard is discussed by Dr. Clark Hetherington in his "School Program in Physical Education" and I can do no better than to quote him. "The worth of any activity for character discipline is determined primarily by the nature of the instincts and the emotions exercised. The activities, or stunts, on the ground or on the apparatus of the playground or of the gymnasium are all self -testing activities, and exercise the deeper instinct tendencies which drive to a mastery of the big-muscle motor mechanisms of the body. The hundreds of chasing-fleeing tag games are all dramatizations of situations in the social relationships of children which exercise the old racial instincts and emotions of hunting, attacking, fleeing, escaping, in the acquisition of goods and in the protection of self. As such, they express in the social relationships of children the deepest instincts of human nature. Again, athletics are big-muscle, social, fighting plays." He continues to analyze other phases of the physical education program in relation to the instincts and emotions involved and stresses the importance of leadership if the socially useful traits, as Dr. Williams calls them, are to be developed. He ends his discussion of this point with: "Character and moral training, therefore, is an essential objective of physical education." It is obvious that Danish gymnastics does not meet this third standard.

The fourth standard proposed was: "The practice must offer opportunity to the individual under wise leadership to meet educative situations as one of a social group." As physical educators we must provide activities which will offer our students or pupils a chance to make decisions, a chance for self-expression through these actvities, and a chance to work and play with others of their own age level under the direction of a group-chosen leader.

[1] Nils Bukh "Primary Gymnastics."
[2] Dorothy Sumption "Fundamental Danish Gymnastics for Women." A. S. Barnes & Company.

If we judge Danish Gymnastics by the principles of the Progressive Education Association, as distributed at their annual meeting in March, 1928, we find again that the aims and methods fall down woefully. The first principle is called "Freedom to Develop Naturally" and is discussed as follows: "The conduct of the pupil should be governed by himself according to the social needs of his community, rather than by arbitrary laws. Full opportunity for initiative and self-expression should be provided, together with an environment rich in interesting material that is available for the free use of every pupil." Can Danish meet this first principle? Is any opportunity given for self-expression and initiative? Is the pupil free to make use of his environment? The answer to these questions can be found in "Fundamental Danish Gymnastics" as the author often stresses the value of uniformity, of placing the class on the floor in formal lines, and even suggests that "if a class is small (less than twenty-five pupils) it should be spread out a little, for from the standpoint of appearance it is desirable to have the gymnasium space well covered." Now if she had said "so that every pupil shall have as much freedom of movement as possible" there would have been one less criticism. The free use of the child's environment would mean that the child could do as he chose when he went into the gymnasium (always supposing that he chooses to do nothing that is anti-social) just as he is free to do whatever he likes when he enters the kindergarten. There would be boxes of supplies, balls, bean bags, ropes and bats available, to which he could help himself. This system has worked with great success in Detroit. As long as a child does not interfere with the others he is free. Miss Ruth Doing has worked out an interesting method in rhythms. The music begins and the child does what he chooses to it. Here a child is rolling, there a child is peddling, and way over there is a child attempting something else. If a child is attempting something which will not fit the rhythm of the music, help is given by the teacher.

Physical Education must be judged by the standards of general education. This has been said so many times that I am sure hundreds are sick to death of hearing it. And yet over and over again you see physical education activities that would score zero if judged by these standards. I beg the young physical education teachers not to accept the standards of Danish or any other system without questioning them. Explore the educational literature. Study the writings of such people as Dewey, and Kilpatrick. Read the psychological discussions on child training. Visit the progressive and experimental schools. Do not be satisfied to see the physical education work only, in these schools. Find out what is being done in the kindergarten, first grade, the music, and art departments. Analyze the methods used and experiment in your own gymnasium. How can you give the child freedom and have him develop into a social being? How can you give opportunity for self- expression? How can you provide him with an opportunity for creative expression? Ask yourself these questions. But always keep in mind the standards for judging physical education practice and try to balance the scale.

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The Physical Stimulation of Football

By Robert H. Harper
Akron, Ohio

OWING to the fact that only recently has there been any scientific measurement of the physical condition of the athlete, there has been but little information for coaches and trainers to follow. With, however, the advent of large numbers of college and high school football teams there arose a growing demand to know how the apparently strenuous game reacted on the body.

The writer of this article became sufficiently interested in the boy athlete to make a study which formed the basis for a thesis entitled "The Physical Stimulation of High School Football." This thesis was based upon the facts obtained from tests on a group of twenty-two high school boys who won a championship and were unscored upon during the football season. All work was done under the supervision of a competent physician. Pulse rate and weights were taken just before and immediately after the game. Systolic and diastolic blood-pressures were taken 15 to 30 minutes before the game and 15 to 45 minutes after the game had ended. Urine specimens were tested for specific gravity, sugar and albumin. In this article a short summary will be given in regard to the findings on relative blood-pressures, relative pulse-rates, relative weights and urine tests.

A pre-season physical examination of the boys (who ranged from 15 to 18 years of age) established accepted normals for blood-pressure and heart-rate before and after exercise. In the following it should be noted that all blood pressures were taken while the subjects were in a sitting position.

Systolic pressures showed a tendency to decrease slightly just before games. Seventy-eight observations for the entire squad before games showed an average 1.7 mm. Hg. decrease from normal. After the game the entire squad was tested again (regardless of participation) and an average decrease of 4.78 mm. Hg. from the before game pressure was noted. Even those who merely watched showed some nervous fatigue. But for the sixty-seven participants the decrease was only .58 mm. Hg. before games when compared with their normals, while their average decrease was 6.65 mm. Hg. after the game.

Diastolic pressure for the entire squad rose an average of 4.84 mm. Hg. above normal before games and dropped .24 mm. Hg. in the average after-games results. The tests of the sixty-seven actual participants in games showed an increase of 3.63 mm. Hg. in diastolic pressure over normal in before-game tests. It decreased with exercise .8 mm. Hg. A comparison of the participants against the entire squad thus shows less diastolic change before games and greater change afterwards on the part of the former. If the tests had been conducted immediately after the game, instead of after the 15 to 45 minute interval while the circulatory system was returning to normal, different data might have been compiled. As it was, only one slight case of heart murmur developed during the season and that had been in some evidence during the preliminary tests. Evidently exercise had not caused harmful cardiac development to any considerable extent in these youthful hearts.

Heart-rate showed great variation among the group. Most of the heart-rates increased an appreciable amount over normal *before* each game, some to an extent of 40 or more full beats per minute. One player whose normal pulse-rate had been 72 in the pre-season test showed the greatest variation of the entire group in the *before game counts.* Before the first game his heart-rate jumped to 96; fourth game to 80; sixth game to 120; eight game to 96; and the ninth game to 96.

All pulse-rates were raised considerably *after* exercise. The highest heart-rate was 156 beats per minute after the sixth game. This boy's normal before exercise was 90.

The average heart-rate for the group presents the best study:

The normal heart-rate before exercise (for group)	71.55
The normal heart-rate after exercise (for group)	95.09
The 1st game heart-rate before exercise (for group)	84.63
The 1st game heart-rate before exercise (participants)	84.33
The 1st game heart-rate after exercise (participants)	112.33
The 4th game heart-rate before exercise (for group)	80.74
The 4th game heart-rate before exercise (participants)	80.86
The 4th game heart-rate after exercise (participants)	113.14
The 6th game heart-rate before exercise (for group)	92.21
The 6th game heart-rate after exercise (participants)	119.00
The 9th game heart-rate before exercise (participants)	88.00
The 9th game heart-rate after exercise (participants)	108.86

In 99 observations the average heart-rate for the group before games was 86.60 beats per minute. In 71 observations the average heart-rate for the participants after games was 113.33 beats per minute, an increase of 26.73 beats.

The sixth game shows the highest heart-rate before the game probably because it was considered the hardest game of the schedule. The eighth game, although a championship game, found the boys in a rather confident frame of mind, and as their mental anxiety was less, so was their heart-rate. Pulse-rate is perhaps the best indication of mind-set before games. The ninth game did not count toward the championship and substitutions were frequently made; and this accounts for the rather low heart-rate after the game.

Weight measurements present a splendid means of studying an athlete's condition as they indicate whether the body is "feeding upon itself" or using food energy

with which it is supplied. In 66 observations before and after games, the average loss per player was 1.67 pounds per game. The average pound loss per player was: Game No. 1, 1.73; game No. 4, 2.07; game No. 6, 1.72; game No. 9, 1.15. These losses seem to bear out the author's opinion that the fourth game was the hardest of the season from the standpoint of strenuosity. Linemen and backfield men lost weight in about the same amounts. The loss of weight was undoubtedly water, and tabulations showed the weight lost was regained from game to game, as the players, with but two exceptions, grew heavier as the season progressed. The range of gains from the first game to the last game was from 2 pounds to 10 pounds; the average gain for each boy was 5.97 pounds. When it is considered that the body normally loses about one pound of weight during the night, it is evident that the average loss of 1.67 pounds per game indicated a good condition of the athletes. The gain in weight of the squad makes it apparent that normal growth was not impaired by the exercise of training and games, but rather was augmented by the training.

Urine tests showed a remarkable difference in the results of this study when compared with studies of the college athlete. During the season, 43 tests disclosed all urine free from sugar. This should be expected because the presence of sugar would have produced a sluggish effect which probably would have caused the person to be non-athletic. The average preseason specific gravity urine tests was 1022.09 The average post-season specific gravity test was 1024.48. However, the after-game effects showed a slight decrease in specific gravity dropping 1.05 points the fourth game and .73 the ninth game. This difference is too slight to draw a worth while conclusion.

The nitric acid test and also the acetic acid test were used to determine albuminuria. This test showed a decided variance from the results of previous tests on college students which showed over one third of normal young men without exercise to have albuminous urines and almost ninety per cent to show albumin after exercise. In the 83 tests of urines of the high school athletes there were only nine cases of albuminuria.

No sweeping conclusions can be made in such a study as the author conducted, but the results may prove a help in further research on the subject. Other investigators working with older athletes have found similar facts regarding the slight effect of exercise upon the systolic and diastolic blood-pressure. The same is true of urine specific gravity. Weight and pulse-rate studies sometimes differ greatly from the writer's findings. However, the results of the tests for albuminuria in this group of high school boys was distinctly different from any tests made upon the college athlete.

These conclusions show that football cannot be very harmful to the body as long as it is played as at present. Of course the chance for physical injury is present, but there seems to be little evidence of physical exhaustion. It is estimated that in one hour of football the time occupied in actual play is only about ten minutes, the rest of the time being spent in discussion, disentangling the team after play, and in preparing for the next play, so that the exhaustion following the game is largely nervous. It is to be hoped that further work will be done in the field of sports so that our chief educational aim of health may not be impaired by possible harmful athletic contests.

A Christmas Suggestion

Last year we were pleased that a number of our readers gave THE PENTATHLON as a Christmas gift to friends in the profession.

At this time we would like to call your attention to this inexpensive but very useful Christmas remembrance. At your request we can supply the back copies for this year at Christmas time. Prices are listed on page one.

News Notice

In the October issue it was announced that the 1930 Mid-West Convention would be held at Milwaukee, April 2-6 inclusive. Since then, these dates have been changed to March 26-29 inclusive. The meetings are to be held in the beautiful new Hotel Schroeder. The program committee is already at work and announcements of their plans will be made in later issues. The Milwaukee schools are promoting an unusual demonstration program which will be city-wide in scope and which will be given at the time of our Convention meeting.

Reprints of Mr. Staley's Article

Anyone desiring to obtain the reprint in pamphlet form of Mr. S. C. Staley's very practical article on "The Physical Education Program for Men at the University of Illinois," which ran in serial form in THE PENTATHLON, may obtain a copy by writing to the Physical Education Department at the University of Illinois.

Natural Activities on Apparatus

By J. H. McCulloch

Professor of Physical Education, Michigan State Normal College, Ypsilanti

In this article Professor McCulloch concludes the series on Parallel Bars. He has now discussed the side horse, long horse, buck, and parallel bars. In the next article he will describe exercises on the low bar.

PARALLEL BARS—SERIES VI

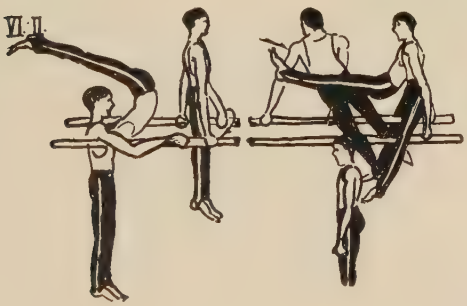
I (a) Approach: Run.
(b) Mount; Jump to upper arm hang.
(c) Swing forward and at end of swing flex legs and snap up to cross riding seat on both bars.

VI. I.

(d) Travel in cross riding seat to end of bars.
(e) Dismount; Double cut off at end of bars. In jumping to upper armhang take off both feet and swing arms upward between bars, not over the end.

II (a) Approach: Run.
(b) Mount; Jump to upper arm hang.
(c) Swing forward and at end of swing flex legs and snap up to cross riding seat on L. bar.

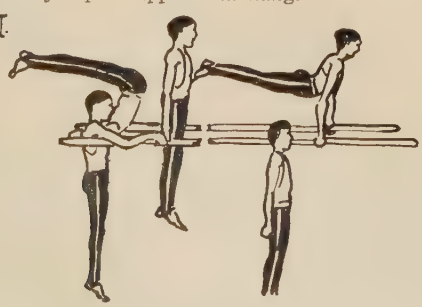
VI. II.



(d) Swing right leg back through bars grasping right bar with left hand and do a back scissors releasing R. hand to cross riding seat on both bars.
(e) Dismount; Hands on back. Rear vault left to mat.

III (a) Approach: Run.
(b) Mount: Jump to upper arm hang.

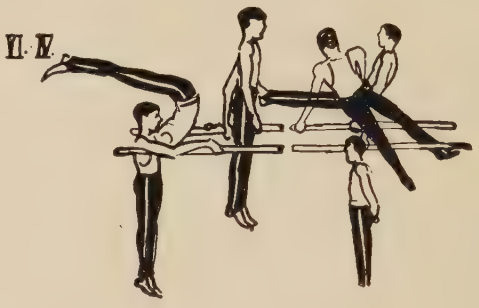
VI. III.



(c) Swing forward and at end of swing flex legs (keep hips above bars) and snap up extending legs and pulling up with arms to free cross rest. (Kip or upstart.)
(d) Dismount: Continue swing back and at end of back swing, front vault Right.

IV (a) Approach: Run.
(b) Mount: Jump to upper arm hang.
(c) Swing forward and at end of front swing flex legs and snap up to cross riding seat on L. bar.

VI. IV.



(d) Swing right leg back through bars, and
(e) Dismount: Rear vault left.
Vary dismount with 1/4 and 1/2 turn.
As right leg is swung back left hand is placed on right bar, and body makes 1/2 turn left, so that rear of body passes over left bar.

V (a) Approach (b) Mount (c) Swing up to cross riding seat on left bar as in IV.
(d) 1/4 turn right with both hands on R. bar.

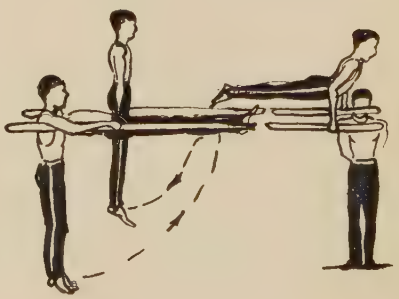
VI. V.

(e) Dismount: Swing right leg up through the bars and do flank vault R. to mat.

PARALLEL BARS—SERIES VII

I (a) Approach: Run.
(b) Mount: Jump to upper arm hang.

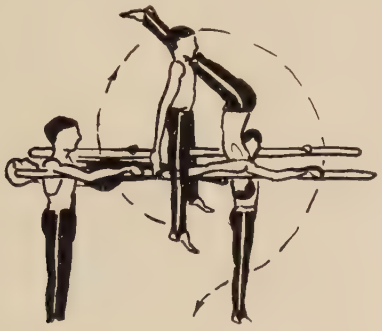
VII-I



(c) Swing forward and as legs reach height of the bars do a quick upstart by extending legs and pulling up to free cross rest. This takes a good strong pull with the arms.
(d) Dismount: Swing back and do front vault L. with 1/4 turn R.

II (a) Approach: Run.
(b) Mount: Jump to upper arm hang.
(c) Swing forward and at end of front swing flex legs and snap up to cross riding seat (both bars).

VII.II



(d) Do forward roll to upper arm hang and
(e) Dismount at end of back swing.

III (a) Approach: Run.
(b) Mount: Jump to upper arm hang.

VII.III

(c) Swing forward—swing back and at end of back swing, pull up to free cross rest (uprise).
(d) Dismount: Swing forward and do rear vault R. Vary with 1/4 and 1/2 turns L.

IV (a) Approach: Run.
(b) Mount: Jump to upper arm hang.

VII.IV

(c) Swing forward and continue swing into a back roll to cross riding seat on both bars.
(d) Do forward roll to upper arm hang.
(e) Dismount at end of back swing.

V (a) Approach: Run.
(b) Mount: Jump to upper arm hang.
(c) Swing forward, flex legs and "kip" to cross riding seat on both bars.
(d) Travel on cross riding seat to end of bars.

(Continued on page 44)

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The Physical Education Program for Men at Illinois

By Seward C. Staley
Professor of Physical Education, University of Illinois

Physical Education 25—Wrestling

The following activities will be taught in P. E. 25, Wrestling:

I. FUNDAMENTAL POSITIONS
1. On guard position.
2. Referee's hold.
3. Referee's position.
4. All fours position.
5. Rump position.

II. DIRECT METHODS OF TAKING OPPONENT TO MAT AND DEFENSES
1. Football tackle.
2. Leg dive.
3. Front headlock.

III. METHOD OF GOING BEHIND OPPONENT AND DEFENSES
1. Shot put method.
2. Forward switch.

IV. METHOD OF TAKING OPPONENT TO THE MAT FROM BEHIND AND DEFENSES
1. Kick over.
2. Forward bar leg.
3. Crotch lift.

V. STYLES OF RIDING OPPONENT FOR TIME ADVANTAGE
1. Bar arm and outside crotch ride.
2. Ankle ride.
3. The wrist ride.
4. Double ankle ride.

VI. METHOD OF COMING OUT FROM UNDERNEATH AND DEFENSES
1. Near side roll.
2. Far side roll.
3. Switch.
4. Sit through.
5. Stand twist.

VII. FUNDAMENTAL HOLDS WITH LEGS AND DEFENSES
1. Cross scissors ride.
2. Straight body scissors.
3. Figure four body scissors.

VIII. METHOD OF TAKING OPPONENT OUT OF POSITION ON MAT AND DEFENSES
1. Bar arm overhead.
2. Pull arm out and back.
3. Bend arm at elbow.

IX. HOLDS FOR PINNING OPPONENT AND DEFENSES
1. Half nelson continued to head lock and bar arm.
2. Half nelson and inside crotch.
3. Half nelson and reverse body scissors.
4. Side head scissors.

X. THE N. C. A. A. WRESTLING RULES

At the end of the semester a final examination will be given. This will consist of the following:
1. A written examination in which the student will be asked to explain certain points concerning (1) the above material and (2) the wrestling rules.
2. A practical examination in the form of one three-minute bout.

The final grade will be made up from the three following items as indicated:
1. 33 1/3 % for daily work.
2. 33 1/3 % for written exam.
3. 33 1/3 % for practical demonstration.

Physical Education 26—Fencing

The following activities will be taught in P. E. 26, Fencing:

I. FUNDAMENTAL POSITIONS
1. The carry.
2. The salute.
3. The on guard position.
4. Off guard.

II. THE LUNGE
1. Arm extension.
2. Propelling body forward by means of left leg.
3. Returning right arm to body while extended on the lunge.
4. Returning to on guard position.

III. SIMPLE ATTACKS
1. Lunge in quarte.
2. Lunge in sixte.
3. Disengage from quarte to sixte.
4. The direct beat.

IV. COMPLEX ATTACKS
1. The one-two.
2. The double disengage.
3. The reverse beat.
4. The beat followed by a disengage.
5. The cut over.

V. SIMPLE PARRIES AND RIPOSTS
1. The parry in quarte—and riposte.
2. The parry in sixte—and riposte.

VI. COMPLEX PARRIES AND RIPOSTS
1. The counter parry of quarte—and riposte
2. The counter parry of sixte—and riposte.

VII. SPECIAL ATTACKS
1. The bind.
2. Press attacks.
3. Stop thrusts.
4. Time thrusts.

At the end of the semester a final examination will be given. This examination will be divided into two parts as follows:
1. Demonstrate any of the activities listed above that may be selected by the instructor.
2. Engage in one three-minute fencing bout.

The final grade will be awarded on the following basis:
50% for daily work.
50% for work demonstrated in final exam.

Physical Education 27—Apparatus Stunts

The following activities will be taught in P. E. 27, Apparatus Stunts.

I. HORSE
1. Straddle vault.
2. Feint and flank vault (either side).
3. Single leg circle (2 continuous circles with each leg—either direction).
4. Leg scissors (either side—either direction).
5. Neck spring
6. Double rear dismount.

II. PARALLEL BARS
1. Double cut-off forward.
2. Swing to shoulder stand.
3. Upstart (from upper arm hang).
4. Backward shoulder roll.
5. Kip (at end of bars).
6. Forward thigh roll (at end of bars).

III. HORIZONTAL BAR

1. Backward hip circle.
2. Single leg circle.
3. Hock swing dismount.
4. Kip.
5. Hand-knee-toe-circle.
6. Backward heel circle.

IV. FLYING RINGS

1. Single cut-off and catch (each arm at end of backward swing).
2. Pumping (pulling up at end of backward swing).
3. Backward dislocate.
4. Forward dislocate.
5. Double backward cut-off (at end of forward swing).
6. Double forward cut-off (at end of backward swing).

A final examination will be given at the end of the course. The final grade will be granted according to the following formula:

Ability to do less than 12 stunts .....E
Ability to do 12-13-15 stunts .....D
Ability to do 15-16-17 stunts C
Ability to do 18-19-20 stunts .....B
Ability to do 21 stunts .....A

Each student will be allowed to try any of the stunts listed and will be given two trials at any stunt attempted. The quality of performance, that is form, will not be considered in the final examination.

III. Explanation of the "Course" Competitions

To the end of stimulating interest and practice in the work offered, "Course" competitions are held in each of the courses in which this is practicable. These competitions are staged toward the end of each semester. They are conducted apart from the regular class work usually late in the afternoon and on Saturday afternoon. Participation is entirely voluntary.

Each competition is open only to students who are currently enrolled in the course; for instance, the boxing meet is open only to those registered in boxing during the current semester, the fencing meet is open only to those registered in fencing, etc. Varsity candidates and others with outstanding ability are barred from these competitions. Such individuals are barred on the grounds that the competitions are conducted primarily for novices. The instructors decide who shall be barred and who shall be allowed to compete.

Entrants in all competitions pay a fee of twenty-five cents. Small medals and cups are awarded the winners. The entrance fees cover the cost of the medals and cups awarded. The various competitions are promoted and conducted by the instructors in charge.

Attention is called to the fact that these competitions are not "Intramural" competitions. The Intramural Department conducts competitions in several of these same activities but they are open to the entire student body.

The Competitions Held are as Follows:

1. Individual Athletics (P. E. 14). Individual competition in the following events: Medals are awarded the winners in each event. A cup is awarded the individual who makes the most points in the meet. For the purpose of deciding the winner of this cup the first five places in each event are scored 5, 4, 3, 2, and 1, respectively.

1. One Arm Medicine Ball Far Throw.
2. Between Legs Medicine Ball Far Throw.
3. Springboard High Jump.
4. Standing Broad Jump.
5. Three Pegs.
6. Running Hitch Kick.
7. Bar Vault.
8. Bar Snap.
9. Pirouette.
10. Rope Climb.
11. Pull-ups.
12. Floor Dips.
13. Sit-Ups.
14. Weight Lifts.
15. One Lap Run.
16. Rope Skips.

2. Tumbling Stunts (P. E. 15). Individual competition in the following events: Medals are awarded the winners in each event. A cup is awarded the individual who scores the most points in the meet. For the purpose of deciding the winner of this cup the first five places in each event are scored 5, 4, 3, 2, and 1 respectively.

1. Number of Continuous Cartwheels on a Line.
2. Running Broad Dive.
3. Running High Dive.
4. Standing Neck Dive for Distance.
5. Handwalk for Time.
6. Hand Stand for Time.
7. Elbow Lever for Time.
8. Forearm Stand for Time.
9. Number of Continuous Snap Ups.
10. Number of Continuous Head Springs.

3. Soccer Football (P. E. 16). Teams selected from each section compete in an elimination tournament. Medals are awarded the members of the winning team.

4. Advanced Swimming (P. E. 23). Individual and team competitions as follows: Medals are awarded the winners in each event.

50 yards free style.
100 yards free style.
100 yards back stroke.
100 yards Breast Stroke.
75 yards individual medley (breast, back, and crawl).
Fancy diving (4 option, 4 required).
150 yard medley relay (3 men from each class comprise a team. The three men swim the back stroke, breast stroke, and free style stroke respectively).

5. Boxing (P. E. 25). Individual competitions conducted on the tournament basis for the following weights: Medals are awarded the winners of first and second places in each weight.

Bantamweight—118 pounds and under.
Featherweight—126 pounds and under.
Lightweight—135 pounds and under.
Welterweight—147 pounds and under.
Middleweight—160 pounds and under.
Specialweight—168 pounds and under.
Light Heavyweight—175 pounds and under.
Heavyweight—Unlimited.

6. Wrestling (P. E. 25). Individual competitions conducted on the tournament basis for the following weights: Medals are awarded the winners of first and second places in each weight.

Flyweight—112 pounds and under.
Featherweight—118 pounds and under.
Specialweight—128 pounds and under.
Lightweight—138 pounds and under.

Welterweight—148 pounds and under.
Middleweight—161 pounds and under.
Light Heavyweight—175 pounds and under.
Heavyweight—Unlimited.

7. Fencing (P. E. 26). Individual competition conducted on the tournament basis. A pair of foils is awarded the winner of first place. Medals are awarded the winners of second, third, and fourth places.

IV. General Comment Regarding Significant Features of the Program

The program in physical education outlined here is believed to be educationally sound. It corresponds with educational practices adopted and used in other departments of the University. The general plan of outlining a definite program of activities for each course, teaching the activities listed, testing the students to discover what they have learned at the end of the course, and awarding grades based on demonstrated ability (as shown in written, oral and practical examinations) has been eminently successful. It has facilitated instruction. In some respects it has simplified the teacher's task. It has augmented student learning. Most significant of all, perhaps, it has secured a degree of prestige for physical education on the campus that has been eminently worthwhile.

The plan of giving grades either wholly or in part based on performance as demonstrated in final examinations has been a great success. The plan of awarding grades according to the normal distribution curve, though not officially adopted, is generally followed. By way of explanation it is pointed out that if the normal distribution curve plan were adopted fully there would be in a class of 40 students from 1 to 6 students awarded a grade of A (Excellent), 4 to 12 students awarded a grade of B (Good), 8 to 12 students awarded a grade of C (Fair), 4 to 12 students awarded a grade of D (Poor), and from 1 to 6 students awarded a grade of E (Failure).

The plan of awarding grades according to the normal curve of distribution and incidentally failing students in Physical Education was introduced last fall. To avoid undue criticism and complaint it was thought best to introduce the plan gradually. The average grade for all students in the university for the past five years is about 3.25. (This is figured on the following basis, A—5, B—4, C—3, D—2, E—1). In the first semester in which this plan was used in physical education the average grade was 3.64. In the second semester it was 3.61. It is hoped to approximate the University average in about two more semesters.

In the common type of Physical Education program where the students are graded primarily on attendance the instructor is always faced with the alternative of "driving" the students if anything is to be accomplished or permitting the students to loaf and ignoring the learning factor. Attention is called to the fact that in operating according to the plan outlined here, both alternatives are eliminated. The students are always faced with the fact that they have to "deliver" at the end of the course to pass or get an acceptable grade. To pass the course or get an acceptable grade they must learn the activities; to "learn" the activities they *must* work. Responsibility for learning, though not unloaded entirely by the instructor, is at least shared by the student.

It will be noticed that the plans for determining the final grade in the several courses vary. Some include written tests, some include daily work, some utilize only the final examination, etc. The specific method used in each course is decided by the instructor in charge. There is, of course, some differences of opinion. Then, too, the courses differ somewhat and seem to warrant different treatment.

The question arises, what occurs when a student fails a course. A general University ruling permits students who have failed a course to take a special examination. This entails the consent of the instructor and the payment of a five dollar fee. This same rule is applied to those who fail a course in Physical Education.

Can a student who has failed a course take two courses in the succeeding semester and thus put himself in position to complete his Physical Education requirement by the end of the sophomore year? This is not permitted.

What is the common practice of students who fail a course? Some practice independently and when prepared take special examinations. Some take the same course over. Some take a different freshman course, or a different sophomore course. It should be understood that excepting the course in Individual Gymnastics all the Physical Education courses are elective.

Individuals who have studied the Illinois plan frequently point out that there must be some students in each course who could have passed the final examination without taking the class work. An experienced soccer player, for instance, could readily pass the soccer test, an experienced acrobat could get an A in tumbling, etc. This is quite true. Attention is called to the fact that this condition is not peculiar to the Physical Education courses alone. There are many students in the University taking courses which they could have passed at the start. The writer knows a student of German descent who could talk and read German fluently and who secured 8 hours credit in German in the University with practically no expenditure of effort. There are students who can and do "coast" through English, Mathematics, and other courses which they could have passed on the opening day. This is a general condition which, unless a definite attempt to accommodate for individual differences is made, is difficult to eradicate. Incidentally it is the concensus of the departmental staff that less than one per cent of the students could at the start pass the courses in which they register.

The question arises, what is done in the case of students who are physically incapable of handling the work? In the first place it will be recalled that students who are physically defective are placed in Individual Gymnastics where the work is adjusted to their capabilities. This immediately takes care of the worst cases. With regard to those taking the regular courses, however, we see no reason why the general policy which ap-

plies to all other courses does not apply equally here. A student fails a course in English, Chemistry, Geography and similar so-called academic courses for two primary reasons, lack of capacity, or lack of effort. If these standards apply in these fields then there is no reason why they should not apply in Physical Education. If a student is making little headway in his course in chemistry or mathematics he puts in extra hours trying to improve himself. If a student is making little progress in his course in swimming, soccer, tumbling, or anything else included in the Physical Education program, the reasonable thing to do is to put in a little extra practice and study. Incidentally it may be added that many students do this.

It may be pointed out that the departmental staff has no compunctions about giving students low grades or failures in the courses taken. If a student has difficulty in learning the materials taught and as a result fails the course it is very evident that he is undeveloped physically. It will be to his advantage to repeat the course failed or take another in its place.

The question is frequently raised regarding the Illinois program, "What do you do about the 'exercise' aspect of Physical Education?" Such statements refer to the concept that Physical Education is directed primarily to "conditioning the body. It carries the further implication that "real" education is gained through the study of the so-called academic courses. Physical Education contributes to education through conditioning the body and mind so the individual can handle the "real" educational subjects advantageously. This concept has no place in the Illinois program. Physical Education is here conceived as that phase of education which is concerned primarily with directing learning in big-muscle leisure-time activities. As it works out the students get considerable exercise in practicing the activities taught. Exercise in this case is merely a by-product of the learning activity. Our primary concern, however, is with teaching big-muscle leisure time activities which may be used outside of school and the students in engaging in these activities outside of school in the future will gain the health benefits which are incident hereto. The Illinois program is centered in "education" not "perspiration," "learning" not "exercise."

The concept of Physical Education presented in the preceding paragraph, namely, that of "teaching" leisure-time, health-giving activities in school to the end of having such activities carried on outside of school is put into practical operation through the introduction of the physical education course competitions. These competitions have been eminently successful in a variety of ways. They are extremely effective in motivating student interest and learning. The competitions are announced and students enrolled in these competitions early in the semester. After a student has signed up to participate in the boxing, wrestling, tumbling, or some other competition he sets out to "learn" all he can about the activity. He wants to give a creditable performance and win if possible. Learning the activity becomes a serious matter. In soccer and swimming it becomes a case of "trying to make the team" which is nearly as stimulating as trying to make the varsity team. The competitions are held as near the end of the semester as practicable. This results in the production of a dynamic interest in the work for a large number of students for the bulk of the semester. The presence of a large number of students in each class who are vitally interested in the work has the effect of stimulating the rest of the class and results in raising the interest and learning level of the whole class.

The method of teaching used in all courses may be described as decidedly informal. The instructor describes and demonstrates the activities and then the students practice while the instructor gives individual instruction or mass instruction as conditions seem to warrant.

Participation in varsity or intramural athletics is not accepted as a substitute for the required work in Physical Education. All athletes register in the regular courses and take the work precisely as the rest must take it. It is of interest to note that a number of athletes are compelled to take Individual Gymnastics.

In lieu of the fact that in the commoner type of Physical Education program attendance constitutes a problem, the question is frequently asked, "How is the attendance problem handled in the Illinois program?" A general University regulation takes care of any attendance problem that might exist. This regulation automatically drops any student from a course in which he voluntarily absents himself for ten per cent of the class meetings. A "drop" is the equivalent of failure in the course. Excused absences (for sickness, business, etc.) on the other hand do not affect the student's standing or final grade. In the Physical Education courses which meet twice a week, four unexcused absences result in the student being dropped. In Individual Gymnastics which meet five times each week nine unexcused absences result in the student being dropped.

The question arises, what is the reason for offering separate freshmen and sophomore courses and thus keeping the two groups separate? It was felt that through offering separate groups of courses registration could be more readily controlled and student distribution facilitated. Then, too, it was thought that it would be better for class morale to keep the groups separate.

The question arises what is the weekly teaching load of those employed in teaching Physical Education classes? Fifteen different teachers, exclusive of the director, are employed for teaching the classes. Of these, all but three, who devote part time to teaching in the professional training courses offered at the University, devote the bulk of their time to teaching classes. The general plan is to require each instructor to teach from twenty to twenty-five periods each week, promote and conduct the competitions in the courses in which he is teaching, and do one additional piece of work. This additional work varies. By way of illustration one instructor coaches the varsity wrestling team, another coaches the freshman wrestling team, another coaches the varsity soccer team, another promotes faculty volley ball, another conducts the student circus, etc.

At the present time, as explained before, the students

are required to take physical education for two years, normally during the freshmen and sophomore years. With the large number of students taking the work and the necessity of taking care of the courses offered in the professional training course in physical education the present plant is used to capacity. There is but little opportunity for expansion. With the completion of certain contemplated additions to our present plant, however, it is hoped that certain worthwhile extensions can be made. It is planned to offer certain courses as electives which will be open only to those who have completed the required work. Normally these will be juniors and seniors. The courses which will be offered when conditions permit are as follows: golf, tennis, volley ball, life saving, and clog dancing. These would be organized and conducted precisely as the other courses offered in the required program. The department faculty is unanimous in the feeling that such courses would be very popular as electives.

It is hoped that the reader has not gained the impression that the writer considers the Illinois program as perfect. Far from it. There are many features which might be improved. The writer does believe, however, that it presents some features which physical education must adopt and utilize if the program is ever to receive the respect and consideration it unquestionably merits. These features may be summarized as follows: 1. The program is based on the concept that physical education is education in big-muscle (health-giving) leisure-time activity. 2. The program is made up of definite units of activities which are outlined in advance and adhered to throughout the semester. 3. The teachers center their efforts in "teaching" the activities included in the program. 4. The students are given a final examination in the materials taught. 5. The students are graded, either wholly or in part, on demonstrated learning. 6. A program of extra-curricular competition in the activities taught is organized and promoted, which, in addition to providing wholesome entertainment and recreation, serves to supplement and stimulate the regular class work.

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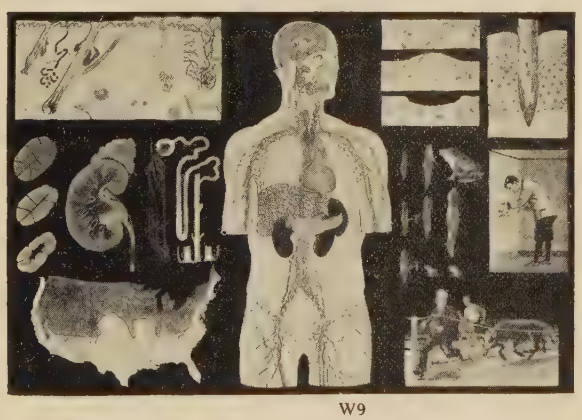

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The "Party a Month" -- Merry Christmas and a Happy New Year

By Mrs. Betty Taylor Hayhow
Recreation Department, Pontiac, Michigan

DECORATIONS at Christmas time should be found in many places; inside and outside the house there should be gayly colored lights and Christmas hangings.

Christmas Decorations

Outside the house, for the passerby, a lighted tree in the yard is a symbol of a beautiful Christmas spirit. There is much that can be done by using waterproof lights on the outside, such as a brilliant star, Santa and his reindeer posing in a floodlight, strings of lights on fences, or greetings that are illuminated.

Both on the outside and inside, windows may be decorated very simply and yet attractively. A burning candle in every window makes a cheery looking house. Paper-cut, ragged-like, hanging icicles pasted to the window look very realistic.

For added attractiveness to your Christmas tree, use a screen placed at the back of the tree. This screen may be decorated with lights, stars or silhouettes.

The following hints are useful for table decorations:

A snow hut may be built out of marshmallows for the center of the table. A miniature snow man or a Santa Claus may adorn the entrance.

Santa may stand in the center of the table and hold the reins for the reindeer that are hitched to the sleds on each corner of the table. The sleighs may be filled with candy or nuts.

Tiny Christmas trees may be placed on one large round box and as many small round ones as there are guests. On the table, when the guests arrive in the dining room, are only the decorated boxes with a Christmas tree on each. The trees should be decorated with tinsel. When the guests are seated, the boxes are removed and under them are found dishes of ice cream or other dessert. Under the large box may be the cake.

Games to be Played by Children

Toys Come to Life: Each child is secretly given the name of a toy. By real name or number, one by one they are they are asked to come to the center of the circle. They must act out the toy they represent and the remaining children must guess what they are.

Famous People in Story Land: (This is also fun for the older folks)

1. Who lived a long time all alone on an island? Robinson Crusoe.
2. Who lost her slipper? Cinderella.
3. Who found the cave of the Forty thieves? Ali Baba.
4. Who stole the singing harp? Jack the Giant Killer.
5. Who cut off her hair to help her mother? Jo in "Little Women."
6. Who fell down and bumped his crown? Jill's brother, Jack.
7. Who stole a pig? Tom, the Piper's Son.
8. Who had a Blackbird Pie for his dinner? The King.
9. Who said "Off with her head?" The Duchess in "Alice in Wonderland."
10. Who had a playmate named Minnehaha? Hiawatha.
11. Who liked to smoke and listen to his fiddlers? Old King Cole.
12. Who asked the crocodile what he liked to eat? Baby Elephant in Kipling's "Just So" stories.
13. Who fell off the wall? Humpty Dumpty.
14. Who had a wonderful wishing lamp? Aladdin.
15. Who took a twenty-year nap on a hillside. Rip Van Winkle.
16. Who lost their mittens? The Three Little Kittens.
17. Who could eat no fat? Jack Spratt.
18. Who went a wooing? The Froggy.
19. When do the dogs bark? When the Beggars come to town.
20. Who put the pussy cat in the well? Little Tommy Green.
21. Who lost her sheep? Little Bo-Peep.
22. Who went to sleep in the haystack? Little Boy Blue.
23. Who ran up the clock? The Mouse.
24. Who lived in the shoe? The old woman.
25. Who put the kettle on? Polly.

The Toy Shop: All children stand in a circle and each chooses a toy that he would like to represent. The person who is "it" walks around the circle as though he were in a toy shop looking for toys, then says, "I would like a toy train and a doll." These two change places, while the shopper tries to get one of the vacant chairs as they change. The child left without a chair must be the shopper and ask for the toys she wants.

Christmas Parties

It's not exactly what you say,
  But how you say it;
Nor yet exactly what you pay
  But how you pay it;
And life is not how long you live,
  But how you live it.
A present isn't what you give,
  But how you give it.

Ways of Opening Gifts

At a Christmas party the question is usually asked, "How shall we give them their presents?" At most parties where there are a great many people the presents do not amount to much, so the idea is to present them with the most possible fun.

Do You Like Your Gift?:Guests are seated in a circle. Each person is given a gift and when the music starts is asked to pass all gifts around to the right. When the music stops, the gifts in hand belong to the persons holding them, and they are privileged to open them. The leader then asks if they like their gift; if they do, they may drop out of the circle; if not, they may stay in the circle, wrap up their package, and when the music starts repeat the first procedure. This is continued until all are satisfied with their gifts.

Bundle Balance: Guests are asked to line up in formation to march around the room. Each person is given a package (these packages should be wrapped as clumsily as possible) and a large spoon or ruler (a yard

stick may be used). When the music starts, each person must balance his present on the end of his stick. If, when the music stops, he is still carrying the package, he may unwrap it; if not, he must march until he can go round still carrying his gift.

Christmas Games for Grown-Ups

Find Your Christmas Toy: This game is used to find partners for refreshments or a game. Have the girls go into one room and the boys into another. Whisper to each girl the name of some particular toy which Santa has left for her in the toy shop. Have someone else provided with a duplicate list of the toys of your selection. This person must give each boy the name of the particular toy which he is to represent upon arrival of the girls. In representing the toys the boys use appropriate actions or sounds and from these the girls endeavor to find their toys.—*Dennison's Party Magazine.*

Candle Relay Race: At one end of the room on a table place two large-sized baking pans and in each one have a lighted candle in a candlestick and a box of safety matches. Divide your company into two sides with a captain for each side and line up relay fashion. At the word "go," the captain or first in line goes to the candle, blows it out, opens the box of matches, lights the candle, closes the match box, and returns it to the second in line who blows out the candle, lights it again, etc. The line finishing first wins.

Christmas Lotto: Give each player a card with a different Christmas wish printed on it and a little box of Christmas seals. Try to have the wish contain as many letters as possible. As a letter is drawn from the file, cover the similar letter on your motto with a seal. This is continued until someone announces that his card is covered. When a letter is announced, the person needing it to cover one of the letters in his wish must say "Lotto" first before he is privileged to have it.

Christmas Ties (for men): Two lines face each other. A tie is given to the leader of each, one red and the other green. At a given signal each leader puts on his tie and ties it, turns and shakes hands with his neighbor on the right, then as quickly as may be he unties it and passes it to the neighbor next to him. The line finishing first wins.

Nut Shelling Relay: For this game the guests are divided in two groups. They stand in straight lines. Several feet from the head of the line is a pan of peanuts. At a given signal the first in each line goes to the pan, shells a nut and eats it, then runs back to his place, tags the next in line, and goes to the end. The next one then goes, and so on down the line. Line finishing first wins.—*P. R. A. A. Bulletin.*

Christmas Tunes: All the men at the party are on the opposite side of the room from the women. Each man is given a slip of paper containing the name of a Christmas song. At a given signal the men run to the women, whistle their tune and as soon as it is recognized by their partner the lady partner runs back to the side the men started from. If you want to make this game more difficult insist that the women eat a cracker and whistle before they return.

New Years Parties

Ring out the old,
Ring in the new
May your joys be many,
Your cares be few.

For a large New Years Party, a grouping of the guests is necessary. All the guests are not apt to be on time, so if they can be started on the round of fun as they arrive, the whole group will be more easily handled.

For Grouping

Seasons of the Year: Rooms can be fixed up and games played in each for the season. Refreshments of each season can be served as the guests go from room to room.

Games of the Month: Father Time, of course, will be master of the ceremonies.

January. Tiny cardboard hour glasses have been placed all about the room. On each is written some fragment of time, such as two minutes; one hour and thirty minutes; one week, etc. The leader announces that much time has been lost during the year and he wants to see which team can find the most. At the sound of the gong the guests begin to look for lost time. When

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the time is up, the time is counted to see which team found the largest amount.

February. Where's your Heart. The players sit in a circle and the first one says to his left hand neighbor: "Where's your heart?" The neighbor replies anything he pleases, such as "My heart is in the deep blue sea." The one who asks the question must now add a line that rhymes; as for instance, "It doesn't matter much to me." Then the one who gave the first line of the jingle turns to his neighbor asking: "Where's your heart?" The fun goes the rounds of the circle; and the more nonsensical the rhymes, the more amusement. (*Games and Parties—Theresa Hunt*).

March. Three men are selected to be captains of this *March Wind* game. When the gong strikes, each captain runs up to a girl and takes her by the hand; they in turn, go to a man and add him to the line; next a girl is picked up, etc. When the gong strikes for the end of the game, the line with the most persons is declared the winning line.

April. The guests are divided in groups. The winning group is the one in which is the person that has told the best joke on himself. Before the game starts, candy kisses are passed and the guests are requested to eat these while they are telling the joke.

May. The "Spring Song" is played, and the group that can boast the person that can most sympathetically render this classic will be declared the winning group. The piece may be whistled, hummed, laughed, coughed or sung. The winning team should then be requested to interpret it in dancing.

June. For the "bug game," the guests are divided into groups in relay formation. The first in each line is given a black crayon. When the signal for starting is given, the first of each line runs to a blackboard which has been placed in front of each line, writes the name of a bug, and also draws a picture of it. When she has finished her task, she goes back to the line and gives the crayon to No. 2 in the line. The line finishing first wins. Award may also be made to the line with the best looking bug.

July. This game is also a relay. There should be no more than ten in each line. In front of each line is placed a chair with ten articles of food on it. The first in each line at a given signal runs to the chair, picks up one article of food, and cannot return to the line until he can whistle. When he has whistled, he returns to the line, touches off No. 2 in line, and this continues until all have eaten. The line consuming their food first wins.

August. This month a sneezing contest is quite appropriate.

September. For school a yell is to be made up by each team. A short time is given for this and then the team with the cleverest yell will be declared the winner.

October. Fortunes are in tune for October. These should be written by the guests themselves. Each should write a fortune about his left hand neighbor and then they are read.

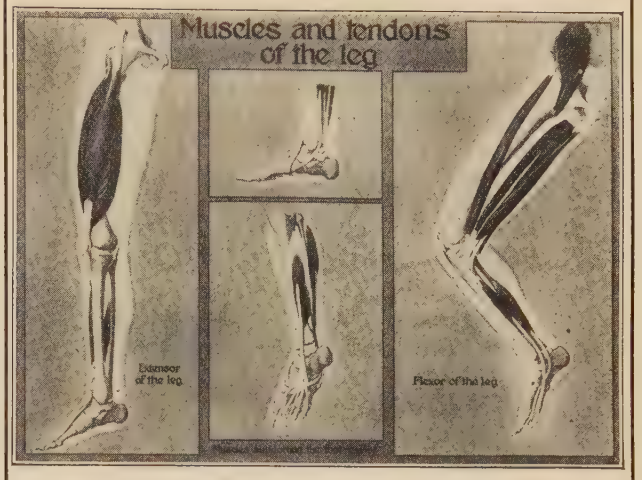
November. This is the month of election. In a very few minutes three men should be nominated for the position of *dog-catcher.* The three nominees then make two-minute speeches of their fitness for this office.

December. Santa is in need for more toys at this time so each girl is given a bag of paper, pins, etc. At the signal she is to "make up" her partner into the best looking toy she can with the material.

What Happens: If the group is large enough, they should be divided into 12 groups. A slip of paper with the name of one of the months should be passed to each group. Each group is then requested to pantomime some event that happens in their month. The rest of the crowd must guess it.

New Year's Resolutions As the guests arrive, they are asked to write a New Year's resolution and drop it in a box. At the close of the evening, each guest is asked to draw out one of the slips and read the resolution as his own.

CHARTS



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A Study in the History of Dancing

(Concluded from page 21)

on the stage generally and then the younger generation, seeking something with more movement, take them up to express themselves. Some of these dances have even gone into Europe, but they have not been as much a "rave" there as in America.

There is a modern movement in Europe and America to bring some of the old dances back. Elizabeth Burchenal who is the head of the Folk Dance Society in this country, finds competition in modern dancing. In England the folk-dances have not died out and probably never will in the outer districts of the country. Today can be seen the different folk-dances danced by the men and women. This is a carrying-over from the Medieval period.

The country dance is essentially English in character. It is a social dance and is based upon tradition. It has been, and is, a rival of jazz.

English folk-dances fall into groups; the sword dance, the morris dance and the country dance are the three different types. In many parts of England the first two, which were, in their original expressions, ritual dances, can be seen danced by men who have inherited them from their fathers. Sometimes the older people join in with the younger and dance the dances they used to dance. At times this has brought new dances to the collector.

The morris dance is thought to have been taken from the ancient sword dance. The dance may have come originally from the Moors who were the only black people then known to the English. There are certain things that lead us to think this. For instance, in the costume, tunics and figures of the Basque morris dancers we find a resemblance to the Moors. Furthermore, the English morris dancers used to black their faces, as if in imitation of Moors.

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School Scout Cooperation

(Concluded from page 15)

of the Scout Oath and Law. This certificate is accepted as a basis for his advancement in rank.

6. School credit for Scouting is given in a number of schools, a maximum of one point, and this is usually applied to Physical Education.

7. Some schools provide special instruction in Merit Badge work and these efforts are being tied up more and more to the general plan of vocational guidance.

8. Public Schools and Boy Scouts co-operate in staging educational hikes, which may be classified as industrial, historical and nature hikes.

9. Parent-Teacher Associations make provision for Boy Scouts to appear on all public programs of the association.

10. In Queens, New York, Public School No. 96 has worked out a plan of correlation which in reality absorbs the Scout Program within the school administration. Many phases of the experiment are contrary to the principles of Scouting; however, it is an interesting experiment which is being observed closely.

Conclusion

A comprehensive idea of what School Boards of the Middle West are doing with the Scout program has been obtained from letters received from Superintendents in this territory. This detailed information may be had upon request. In general, however, the reports show the school co-operating with the Scout movement along the following lines:

(1) Allowing troops free use of school buildings.
(2) Contributing services of school officials and teachers as Scoutmasters, as Court of Honor members, and as merit badge instructors.
(3) Carrying Scouting as an extra-curricular activity.
(4) Paying salary of Scout Executive.
(5) Giving credit for Scout work.

In other words, the schools are more and more adopting the view of the superintendent who wrote "We thoroughly believe in the program of Scouting and the contribution it makes to the boy life of our time."

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The Minor in Physical Education

(Concluded from page 11)

thenic) and mass athletics (games, relays, contests, track and field) for school purposes, with use of rating charts. 1 credit.

Scouting, Nature Study and Camping. This course covers the purpose of the Boy Scout Movement, its plan of organization and curriculum. Similar attention is given to the camping movement. Scout Masters' certificates are awarded to those successfully meeting the requirements of this course. 1 credit.

Minor Sports. (Boxing, wrestling, fencing, swimming, tennis). This course involves a study of the technique and rules of swimming, boxing, wrestling, tennis and fencing. The place of these sports in a school program of physical education is emphasized. 2 credits.

Apparatus and Tumbling. 1 credit.

Athletic Training and Conditioning. This course covers in both their practical and theoretical aspects the subjects of massage, bandaging, treatment of sprains, bruises, strains, and wounds. There are lectures on the diet and conditioning of athletes. 1 credit.

Physical Reconstruction. This course deals with the following: Physical examinations; postural and developmental defects; anthropometry and charts; exercises designed for correction of bodily defects; methods of massage and use of corrective appliances. 2 credits.

Physical Education Laboratory. (Gymnasium & Field) Practical training for teachers of physical education. Consists of work within gymnasium and upon the athletic fields. Opportunity is given for training and instruction in the various types of gymnastic work as well as in the field work of outdoor teams. Responsibility for conducting this program is given to students under the direct supervision of coaches and instructors. Field notes and complete program in the form of daily reports are required.

Hygiene, personal and community. This course consists of lectures, recitations, and demonstrations concerning the phases of health which should be understood by all college students. Emphasis is placed on the personal aspect of hygiene.

For women, these courses should be included:

Laboratory courses in:

Hockey, basketball, swimming, baseball, track and field.
Tennis, archery, golf, clogging and folk dancing.
Tournaments and meets.
Rhythms, story days, singing games.
Calisthenics and gymnastics.

Although no doubt the course as outlined will not meet with everyone's approval, it should in a general way meet with acceptance. The courses indicated should give a working knowledge of the practical aspects of physical education, and the training should be sufficient to permit the teacher to give to a limited extent a fairly satisfactory program in this subject. In any event, it would result in a vastly superior program compared to the one that is at present attempted in many schools by teachers without *any* training.

It is believed that a combination academic training that includes Physical Education will be immensely popular with both the teacher and the school administrator. Teachers possessing these qualifications should have little trouble in finding positions. For the administrator, this type of teacher will solve many difficulties which here-to-fore could not be handled because of insufficient training on the part of the teacher. Physical Education will benefit; it will widen its field of activity and introduce educational content into work which up to the present time has gone under the guise of Physical Education, many times to its discredit.

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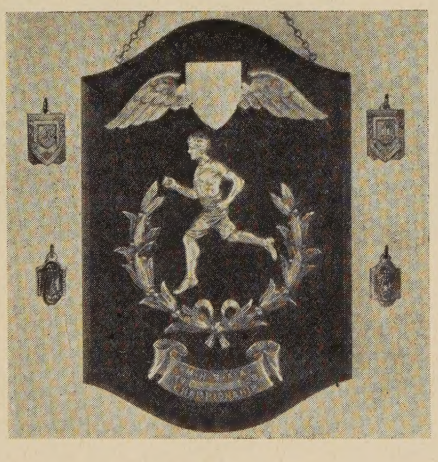

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The "M" Point System

(Concluded from page 9)

more interesting. The varsity, intramural, formal physical education work, and corrective exercises all have a proper place in the program.

Every boy and girl takes classification and achievement tests each semester. In each semester of twenty weeks each pupil has 3 days of organized games and play (including 18 indoors and 18 outdoors), 27 days of the more formal program of graded stunts, individual gymnastics and dances, 27 days of swimming, hygiene lessons and physical exams, and finally 10 days of achievement and classification tests. This covers the 100 school days of each semester.

During the 27 days of formal physical education work, the Freshmen get practice in pole stunts—(vaulting, jumping, diving, climbing, chinning, etc.); the Sophomores get pyramid and tumbling stunts; the Juniors get a course in the fine points and techniques of all games; and the Seniors have an officiating school where those who pass help with intramurals.

In addition to this, every boy and girl is carefully examined for postural defects. Special teachers, rooms, and apparatus are devoted to posture work. No student is allowed to wear the school letter until he has corrected all correctible defects and has learned to swim.

As mentioned previously, this plan gets practically all students of the Morton High School in intramural sports. Furthermore, it has helped the quality of the varsity teams. Morton High has won more than its share of the Chicago Suburban League championships. In basketball, Morton won the National championship in 1927, and was runner-up in the Stagg Consolation Tournament in 1929.

The real worth of the "M" point system is that each student has an opportunity of winning and wearing the school letter. Out of this stimulus, comes improved health and recreation.

Future of Interscholastic Athletics

(Concluded from page 13)

in arranging contests at first, and of non-players interested in their own ambitions eventually. Moreover, the trend in organization has already reached its greatest depth: national championship tournaments for secondary school athletic teams have been tried and found wanting by educators. But the determining influences in interschool sports include others besides educational theories, and these have as yet reached no limit of development. Any intelligent estimate of the resultant of these factors which will decide the future must depend on careful weighing of their relative powers.

In another place* the writer has analyzed in detail these determining influences, of which example, public interest and publicity, money, professional sports, and education are the most important.

But attitudes, today and tomorrow, though they be

* See Rogers, F. R. "The Future of Interscholastic Athletics" published by the Bureau of Publications, Teachers College, Columbia University, 1929.

outcomes rather than determining influences, are significant pointers to present activities and future traditions. An analysis of "determining influences," indicates that interscholastic athletics have reached the peak of their reign over the public mind, and are due for a relatively early and precipitate decline.

This eventuality is greatly to be desired for all concerned; and it is the duty of educators to bring it about as quickly as possible.

A Testing Program for the Physical Education of 1940

(Concluded from page 6)

(5) First aid. (6) Safety knowledge.

It has been difficult to restrain oneself to such a bare outline of tests when it would be so easy to develop a discussion around any one of the types of tests here presented. I cannot hope that this outline will be entirely inclusive. It would seem to me however that one of the problems before us is to better co-ordinate the forces that are engaged in research over the next decade in order that the ground may be covered more adequately and that there may be less duplication of effort. The research section of this society together with the research section of the American Physical Education Association would both like to request your co-operation in reporting to the Secretaries of these sections the research under way, as well as tests, measurements and ratings that have been developed but which have not yet been published. It is hoped that in this way it may be possible to secure a more effective co-ordination of the studies in this field to the end that we may be able to present by 1940 such a complete battery of adequate, validated, reliable tests as will render the needed service to the teacher in meeting his problem of better understanding the pupil, and as will reflect credit upon our profession.

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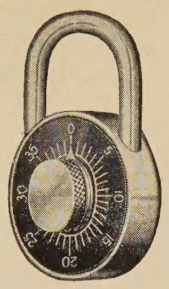

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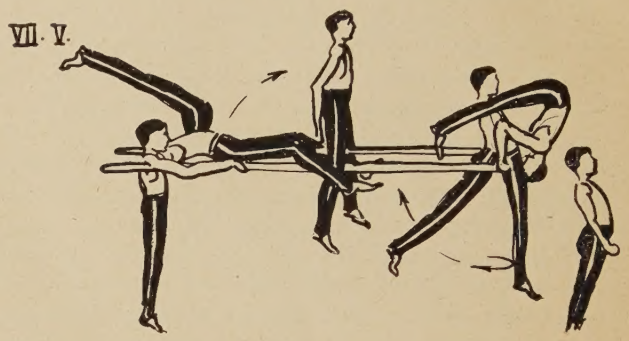
New Styles in High School Basketball

(Concluded from page 25)

the instinct for the offensive and defensive break, the trick of split vision. The coach with understanding looks down to the grades for the development of many of these things. Fortunate is the coach in the senior high school who sees many junior high school groups in his city well instructed in the fundamentals of this growing pastime for the youth of the nation and this fascinating spectacle for many far beyond the period of youth.

Natural Activities on Apparatus

(Concluded from page 31)



(e) Dismount: Swing forward; Swing back and at end of back swing flex legs and roll off end of bars to mat. This dismount can be worked up to handspring.

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